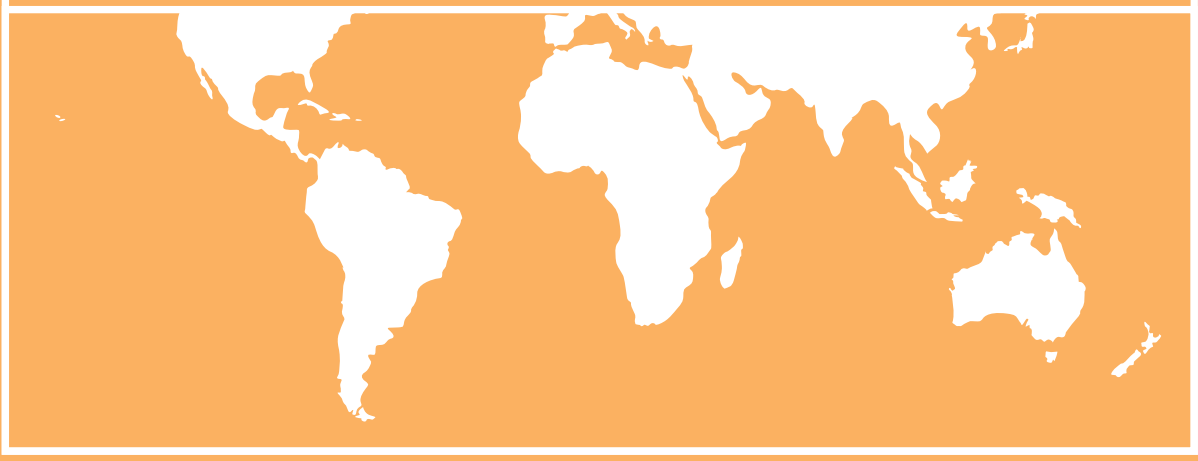
Thai

for Missionaries



Thai
for Missionaries

Thai, March 2018

© 2018 by Intellectual Reserve, Inc. All rights reserved.
This document may contain proprietary intellectual property that may not be used or shared without proper written consent.

Contents

How Do I Use This Book? vi

Grammar-Task Index viii

Basics

1 Alphabet and Pronunciation 1

2 Thai Tones Chart 11

3 Reading Script 16

Asking About and Expressing a State of Being 21

4 Subject Pronouns and Royal Language 22

5 To Be – เป็น, อยู่, คือ 31

6 Questions 37

7 ว่า – "The Following" 42

8 Negation 47

9 Possessives 52

Review: State of Being 56

Asking About and Describing Objects, People, and Their Characteristics 59

10 Adjectives 60

11 Comparison 68

12 Changing Verbs into Nouns 76

13 Classifiers 82

Review: Describing Objects and People 90

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose 95

14 Requests and Commands 96

15 Can, Able To – ได้, เป็น, ไหว 102

16 ให้ Different Meanings 107

17 "For" – สำหรับ, เพื่อ, แทน 113

Review: Expressing Desire, Need, Preference, Etc. 118

Asking About and Describing Actions and Events 121

18 Verbs 122

19 Direction of Action – แก่, ต่อ, หา, บน, ถึง, สู่, ใส่ 131

20 Passive Voice – ถูก, ได้รับ 137

Review: Actions and Events 143

Narrating Experiences and Telling Stories 147

21 Have Ever – เคย 148

22 Tenses 154

23 Prepositions 161

24 Frequency of Events 166

Review: Narrating and Telling Stories 173

Asking and Answering Questions About Cause and Effect 175
25 If, Then, and In Order To 176
26 Why and Because – ทำไม, เพราะอะไร 183
Review: Cause and Effect 188
Asking and Answering Questions of Quality, Quantity, and Number 191
27 Numbers 192
28 Quantifiers – ทุก, ทั้ง, หลาย, บาง, บ้าง 198
Review: Quality and Quantity 204
Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence 207
29 Self - เอง, ตัวเอง, ตนเอง 208
30 Personality Characteristics – น่า, ขี้ 212
Review: Judgment, Doubt, Emotion, Possibility, and Influence 216
Asking and Answering Questions of Time, Date, and Location 219
31 TIme 220
32 Locality – นี่, นั้น, นู่น, โน่น 230
Review: Time, Date, and Location 236
Appendix 239
Missionary Tasks 247
Scenario Practice 255
Grammar Glossary 260
Answer Key 262
Index 277

How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language *(Preach My Gospel, 127).*

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are broken up into three study situations: Personal, Companion, and Group. Each study situation has activities listed in four activity types: Speaking, Listening, Reading, and Writing.
- **Activity icons.** Each activity type is listed under an icon so you can easily see how you can use the activity in your language study.

Speaking activities encourage you to practice using grammar in conversations and role plays that can be completed on your own, with your companion, or with a native. They will help you:

- Practice pronunciation
- Become more comfortable with the language
- Incorporate language practice into your everyday interactions with natives

Listening activities encourage you to listen to how natives use grammar principles. They will help you:

- Incorporate your language practice into lessons
- Mimic natives' use of grammar principles, pronunciation, and sentence structure

Reading activities invite you to find how the grammar principles are used in scriptures, *Preach My Gospel*, general conference talks, and other Church materials. They will help you:

- Visualize sentence structures
- Take note of how grammar principles are used

Writing activities give scenarios for you to practice grammar principles by describing how you would respond to situations or how you would explain a gospel principle. They will help you:

- Solidify spelling and sentence structures
- Form sentences that you can use in lessons

- **Appendix.** While you will find useful vocabulary throughout the book, the appendix contains additional vocabulary and helpful additional vocabulary that will help you become more familiar with the Thai language and culture. Including polite particles, common phrases, additional vocabulary, common mistakes, similar Thai words, vocabularly needed to order food, Thai dialects, tongue twisters, and tone rules.
- **Missionary Tasks.** Basic sentence structures and vocabulary needed for common missionary tasks.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.
- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations prepares you to respond to members and investigators' questions or handle challenging situations.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it . . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself This as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- Am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think about the book and how it has impacted your language learning experience!

- How are you using this book to learn your mission language?
- What about this book is most helpful to you? Why?
- Do you have additional suggestions?
  - grammar principles
  - activities
  - corrections

Send a quick message with your mission language in the subject line to formissionaries@mtc.byu.edu.

Grammar-Task Index

The grammar-task index is intended to be a quick reference so you can focus your language study improving your ability to teach specific gospel principles or perform missionary tasks. Because the content in each of the lessons in *Preach My Gospel* is different, your need to understand specific grammar principles will vary based on the lesson you will be teaching. You can **use this list to help you determine which grammar principles to study based on the needs of your investigators and planned daily activities.**

The grammar principles are divided into two columns, basic and additional, so you can study grammar principles based on your understanding of the language.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	The "to be" verb; Asking Who and What; Pronouns and Kinship Terms; Possession and Association	Comparisons; Basic and Honorific Word forms; Direction of Action; Asking Questions
The Gospel Blesses Families	Plural Nouns; Kinship Terms; Conjunctions; Adjectives	Methods and Asking How; Direction of Action; Need/ Should/ Want; Narrating
Heavenly Father Reveals His Gospel in Every Dispensation	Indicating Past Present and Future; Time Sequence; The "to be" verb; Pronouns; Possession and Association	The "to be" verb, as a...; Prepositions; Comparisons; When; Frequency
The Savior's Earthly Ministry and Atonement	Basic and Honorific Word forms; For; Time Sequence; Asking Who and What;	Possession and Association; Conjunctions; Adjectives; Methods and Asking How;
The Great Apostasy	Preference and Indifference; Time Sequence; Pronouns	Creating Nouns; Conjunctions; Adjectives; Intensifiers; Comparisons; Direction of Action ; Cause and Effects
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Pronouns and Kinship Terms; Possession and Association; Prepositions; Conjunctions; Verbs; Time	Methods and Asking How; Direction of Action; Time Sequence; Classifiers; Frequency; Inclusize and Exclusive Terms
The Book of Mormon: Another Testament of Jesus Christ	Asking about Reason; Frequency; The "to be" verb	Possession and Association; Need/ Should/ Want; Ability
Pray to Know the Truth through the Holy Ghost	Asking Who and What; Conjunctions; Methods and Asking How; Basic and Honorific Word forms; For; Time Sequence; Transitions; Frequency	Prepositions; Adjectives; Verbs; Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusize and Exclusive Terms
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Plural Nouns; Prepositions; Conjunctions; Comparisons; Need/ Should/ Want; Possession	Indicating Past Present and Future; For; Have Ever; Ability
The Creation	Prepositions; Methods and Asking How	Basic and Honorific Words; For; Verbs
Agency and the Fall of Adam and Eve	Asking Who and What; Pronouns and Kinship Terms; Conjunctions; Direction of Action; Need/ Should/ Want; Ability	Conditional and Dependent Clauses; Time Sequence; Inclusize and Exclusive Terms
Our Life on Earth	Need/ Should/ Want; Ability; For; When; Indicating Past Present and Future; Transitions; Asking about Reason; Comparisons	The "to be" verb; Possession and Association; Prepositions; Conditional and Dependent Clauses; Inclusive and Exclusive

The Atonement of Jesus Christ	Asking Who and What; Possession and Association; Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Asking about Reason; Inclusive and Exclusive Terms	Direction of Action; Need/ Should/ Want; Ability; For; Indicating Past Present and Future; Conditional and Dependent Clauses; Frequency
The Spirit World	Conjunctions; Adjectives; Passive Voice; Preference and Indifference	Transitions; Inclusize and Exclusive Terms; For
The Resurrection, Judgment, and Immortality	Ability; For; When; Indicating Past Present and Future; Inclusize and Exclusive Terms	Prepositions; Conjunctions; Intensifiers; Methods and Asking How; Passive Voice
Kingdoms of Glory	Need/ Should/ Want; Ability; Preference and Indifference; Inclusive and Exclusive Terms	Prepositions; Conjunctions; Adjectives; Intensifiers; Comparisons; Quantity
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Methods and Asking How; Comparisons; Verbs	Ability; Transitions; Pronouns; Conjunctions
Faith in Jesus Christ	The "to be" verb; Asking Who and What; Prepositions	Verbs; Need/ Should/ Want; Frequency
Repentance	Methods and Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusive and Exclusive Terms	Asking How; Time Sequence; Comparisons; Verbs; The "to be" verb; Conjunctions; Intensifiers; Request and Commands; Asking Questions
Baptism, Our First Covenant	The "to be" verb; Possession and Association; Prepositions;	Verbs; Need/ Should/ Want; Quantity; Inclusize and Exclusive Terms
The Gift of the Holy Ghost	The "to be" verb; Pronouns; Adjectives; Intensifiers; Comparisons	Conditional and Dependent Clauses; Frequency; Inclusize and Exclusive Terms
Endure to the End	Prepositions; Conjunctions; Intensifiers; Verbs; Need/ Should/ Want; Ability; When	Indicating Past Present and Future; Transitions; Conditional and Dependent Clauses; Tenses; Narrating
Lesson 4		
Obedience	Conjunctions; Comparisons; Verbs; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Asking about Reason; Conditional and Dependent Clauses; Frequency
Pray Often	Intensifiers; Comparisons; Verbs; Direction of Action; Basic and Honorific Word forms	Preference and Indifference; Time Sequence; Frequency; Time; Quantifiers
Study the Scriptures	Possession and Association; Intensifiers; Comparisons	Ability; Time Sequence; Frequency; Quantifiers
Keep the Sabbath Day Holy	Prepositions; Adjectives; Comparisons; Need/ Should/ Want; When	Conditional and Dependent Clauses; Frequency; Time
Baptism and Confirmation	The "to be" verb; Intensifiers	Methods and Asking How; When; Why and Becuase
Follow the Prophet	Asking Who and What; Pronouns; Comparisons; Verbs	For; Conditional and Dependent Clauses; Inclusize and Exclusive Terms
Keep the Ten Commandments	Asking Who and What; Comparisons; Need/ Should/ Want; Basic and Honorific Word forms	Asking about Reason; Conditional and Dependent Clauses; Classifiers; Asking Questions
Live the Law of Chastity	Possession and Association; Intensifiers; Need/ Should/ Want; Ability	Transitions; Conditional and Dependent Clauses; Time; Negation

Obey the Word of Wisdom	Possession and Association; Intensifiers; Need/ Should/ Want	Ability; Transitions; Conditional and Dependent Clauses; Classifiers; Time
Keep the Law of Tithing	Comparisons; Verbs; Ability; Transitions; Conditional and Dependent Clauses; Quantity	Classifiers; How much and How many; Math Terms; Frequency; Inclusize and Exclusive Terms
Observe the Law of the Fast	Intensifiers; Comparisons; Verbs; Need/ Should/ Want	For; When; Conditional and Dependent Clauses; Frequency
How to Donate Tithes and Offerings	Pronouns; Verbs; Methods and Asking How; Direction of Action	Ability; For; Quantity; How much and How many; Math Terms and Numbers
Obey and Honor the Law	Conjunctions; Intensifiers; Verbs; Conditional and Dependent Clauses;	Inclusize and Exclusive Terms; Location; Cause and Effects
Lesson 5		
Priesthood and Auxiliaries	Asking Who and What; Pronouns; Basic and Honorific Word forms	Ability; Inclusize and Exclusive Terms
Missionary Work	The "to be" verb, as a...; Adjectives; Comparisons; Verbs; Methods and Asking How	Basic and Honorific Word forms; Ability; For; Inclusize and Exclusive Terms; Time; Narrating
Eternal Marriage	The "to be" verb, as a...; Pronouns and Kinship Terms; Adjectives; Direction of Action	For; When; Indicating Past Present and Future; Conditional and Dependent Clauses
Temples and Family History	Plural Nouns; Pronouns; Comparisons; Methods and Asking How; Basic and Honorific Word forms	Ability; For; Indicating Past Present and Future; Quantity; Inclusize and Exclusive Terms
Service	The "to be" verb; Adjectives; Verbs; Methods and Asking How; Direction of Action;	Need/ Should/ Want; Ability; For; Asking about Reason
Teaching and Learning in the Church	Prepositions; Conjunctions; Comparisons; Passive Voice	Basic and Honorific Word forms; Ability; For; Conditional and Dependent Clauses
Endure to the End	Prepositions; Conjunctions; Verbs; Methods and Asking How	When; Indicating Past Present and Future; Transitions
Missionary Tasks		
Ask Questions	Close Ended Questions; Pronouns and Kinship Terms; Methods and Asking How; Basic and Honorific Word forms; Asking Where	Preference and Indifference; Asking about Reason; Conditional and Dependent Clauses; Quantity; How much and How many; Time; Negation
Conduct a Meeting	Plural Nouns; Pronouns and Kinship Terms; Basic and Honorific Word forms; When	Transitions; Frequency; Inclusize and Exclusive Terms; Time; Have ever
Explain Priesthood Ordinances	Prepositions; Adjectives; Verbs; Methods and Asking How	Basic and Honorific Word forms; Time Sequence; Ability; For
Extend Commitment Invitations	Close Ended Questions; Verbs; Need/ Should/ Want; Ability; Preference and Indifference; When	Indicating Past Present and Future; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time
Follow Up on Commitments	Close Ended Questions; Verbs; Methods and Asking How; Ability; When	Indicating Past Present and Future; Asking about Reason; Frequency; Time
Get to Know Someone	Asking Who and What; Adjectives; Basic and Honorific Word forms; Pronouns; Verbs	For; How much and How many; Inclusive and Exclusive Terms; Asking Questions

Give Directions	Prepositions; Adjectives; Methods and Asking How	Direction of Action; Transitions; Location/Direction; Asking Where
Help People Resolve Their Concerns	Conjunctions; Adjectives; Intensifiers; Comparisons; Methods and Asking How; For	Need/ Should/ Want; Ability; Time Sequence; Asking about Reason; Conditional and Dependent Clauses; Asking Questions
Make a Telephone Call	Asking Who and What; Pronouns and Kinship Terms;	Direction of Action; Basic and Honorific Word forms; Quantity; Time
Make Appointments	Pronouns and Kinship Terms; Basic and Honorific Word forms	Ability; For; When; Time Sequence; Quantity; Frequency; Location/Direction; Time
Make Purchases	Pronouns and Kinship Terms; Adjectives; Comparisons; Verbs; Need/ Should/ Want; Basic and Honorific Word forms; For;	Preference and Indifference; Conditional and Dependent Clauses; Quantity; Classifiers; How much and How many; Math
Meet Someone	Close Ended Questions; Pronouns and Kinship Terms	Basic and Honorific Word forms; When; Inclusive and Exclusive Terms; Time
Obtain Referrals	Close Ended Questions; Pronouns and Kinship Terms	Ability; Asking about Reason; Location/Direction
Offer a Prayer	Plural Nouns; Pronouns and Kinship Terms; Possession and Association; Verbs	Methods and Asking How; Direction of Action; Basic and Honorific Word forms
Perform Priesthood Ordinances	Prepositions; Intensifiers; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Ability; Asking about Reason
Plan Daily and Weekly Activities	Asking Who and What; Methods and Asking How; Need/ Should/ Want; Ability; For	Preference and Indifference; When; Indicating Past Present and Future; Time Sequence; Frequency; Time
Share an Experience	Pronouns; Possession and Association; Adjectives; Intensifiers; Comparisons; Verbs	When; Indicating Past Present and Future; Time Sequence; Transitions; Time
Talk with Everyone	Asking Who and What; Pronouns and Kinship Terms	Basic and Honorific Word forms; Inclusive and Exclusive Terms: Narrating
Teach Others How to Pray	Plural Nouns; Adjectives; Intensifiers; Verbs; Methods and Asking How; Frequency; Time and location	Direction of Action; Basic and Honorific Word forms; Ability; For; Asking about Reason
Testify	The “to be” verb; Possession and Association; Intensifiers; Direction of Action; Need/ Should/ Want; Ability;	Time Sequence; Transitions; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time; Prepositions; Have Ever; If then and in Order to
Use the Scriptures	Alphabet and Tones; Learning How to Read Thai; Comparisons; Conditional and Dependent Clauses	Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Ability; Transitions; Classifiers; Frequency; Time

Alphabet and Pronunciation

Explanation

In this section you will learn the Thai characters: 44 consonants of high, middle, and low class, as well as vowels of long and short pronunciation lengths.

Consonants พยัญชนะ

Below, each consonant in the Thai alphabet is separated into its class (high, middle, or low), followed by its name, the English beginning sound, a beginning example in Thai, the English ending sound, an ending example in Thai, and the commonality of each letter.

Class

Each consonant is separated into classes (high, middle, and low) that determine the tone with which you should pronounce the word (see "Tones," section).

Name

In the Thai alphabet there are 44 consonant letters, many of which make the same sound. For example, there are six consonants that all make a "k" sound, so it is important to learn each individual letter so that you can spell and pronounce the word with the correct tone. Similar to the English language, each Thai consonant has an associated word that is used to identify it, as many of the consonants produce the same sounds. For example, when spelling in English, the letter "a" is used with the word "apple,"—"A is for apple," "B is for ball," "C is for cat," and so on.

Similarly in Thai, the name of the letter ข is ข ไข่. Just like "a" alone has no meaning by itself, it is paired with the word "apple," which helps identify and represent the letter. ข also has no meaning by itself but is followed by an actual word ไข่ (egg) to help identify it.

Ending Sounds

Some consonants will be pronounced differently, depending on whether they are at the beginning or end of the word. For example, the letter จ makes an "j" sound when at the beginning of a word (จริง), but when it is at the end of a word it makes a "d" sound (เสร็จ). In the Thai alphabet there are six main ending sounds: *k, b, d, n, m*, and *ng*.

High Class (11) อักษรสูง

Letter	Name	English Beginning Sound	Beginning Example in Thai	English Ending Sound	Ending Example in Thai	Commonality
ข	ข ไข่ (egg)	kite	ขวัญ	cake	ความสุข	common
ฃ	ฃ ขวด (bottle)	kite	n/a	n/a	n/a	rare
ฉ	ฉ ฉิ่ง (cymbal)	choose	ฉลาด	n/a	n/a	less common
ฐ	ฐ ฐาน (pedestal)	tool	ฐานะปุโรหิต	good	ประเสริฐ	less common
ถ	ถ ถุง (bag)	tool	ถ้วย	good	สามารถ	common

Letter	Name	English Beginning Sound	Beginning Example in Thai	English Ending Sound	Ending Example in Thai	Commonality
ผ	ผ ผึ้ง (bee)	peter	ผนึก	n/a	n/a	common
ฝ	ฝ ฝา (lid)	frank	ฝรั่ง	n/a	n/a	common
ศ	ศ ศาลา (gazebo)	sam	ศาสนา	good	ประกาศ	common
ษ	ษ ฤๅษี (hermit)	sam	ษัฑ	good	พิเศษ	less common
ส	ส เสือ (tiger)	sam	ส้ม	good	โอกาส	common
ห	ห หีบ (box, trunk)	hello	หอม	n/a	n/a	common

Middle Class (9) อักษรกลาง

Letter	Name	English Beginning Sound	Beginning Example in Thai	English Ending Sound	Ending Example in Thai	Commonality
ก	ก ไก่ (chicken)	good	กระดูก	luck	ผัก	common
จ	จ จาน (plate)	jam	เจ็ด	good	สำเร็จ	common
ฎ	ฎ ชฎา (dance hat)	dog	ฎีกา	good	กฎหมาย	less common
*ฏ	ฏ ปฏัก (harpoon)	mix between "th" (as in "the") + "d"	ฏคร	good	ปรากฏ	less common
ด	ด เด็ก (child)	dog	แดง	good	ตัด บาด	common
*ต	ต เต่า (turtle)	Mix between "th" (as in "the") + "d" *ask a native	ต้อง	good	อนุญาต	common
บ	บ ใบไม้ (leaf)	bake	บ้าน	vocab	สงบ	common
*ป	ป ปลา (fish)	blast *ask a native	ปาก	vocab	บาป	common
*อ	อ อ่าง (tub, font)	"aw" as in "jaw"	อ่อนแอ	n/a	n/a	common

Low Class (24) อักษรต่ำ

Letter	Name	English Beginning Sound	Beginning Example in Thai	English Ending Sound	Ending Example in Thai	Commonality
ค	ค ควาย (water buffalo)	kite	ครอบครัว	smog	ภาค	common
ฅ	ฅ คน (person)	kite	n/a	n/a	n/a	rare
ฆ	ฆ ระฆัง (bell)	kite	ฆ่า	smog	เมฆ	less common
ง	ง งู (snake)	“ng” as in “lightning” *ask a native	เงียบ	– joking	เสียง	common
ช	ช ช้าง (elephant)	choose	ชาย	good –	พืช	common
ซ	ซ โซ่ (chain)	Sam	ซ้าย	mass *mostly used as an ending for English words	ก๊าซ	common
ฌ	ฌ เฌอ (small tree)	choose	เฌอ	n/a	n/a	rare
ญ	ญ หญิง (woman)	yellow	ญาติ	soon	กล้าหาญ	common
ฑ	ฑ มณโฑ (royal dancer)	turtle	มณโฑ	good	พญาครุฑ	less common
ฒ	ฒ ผู้เฒ่า (elderly man)	turtle	เฒ่า	good	วุฒ	rare
ณ	ณ เณร (novice monk)	Nancy	เณร	soon	บริเวณ	less common
ท	ท ทหาร (soldier)	turtle	ท้อง	good	ประเภท	common
ธ	ธ ธง (flag)	turtle	ธนาคาร	good	โกรธ	less common
น	น หนู (mouse)	nice	น้ำ	soon	อดทน	common
พ	พ พาน (tray)	Peter	พร้อม	vocab	เคารพ	common

Letter	Name	English Beginning Sound	Beginning Example in Thai	English Ending Sound	Ending Example in Thai	Commonality
ฟ	ฟ ฟัน (tooth)	frank	ฟัง	staff *mostly used as an ending for English words	ลิฟต์	common
ภ	ภ สำเภา (Chinese sailing ship)	Peter	ภาพ	vocab	โลภ	common
ม	ม ม้า (horse)	Mary	มะม่วง	Sam	เค็ม	common
ย	ย ยักษ์ (giant)	yellow	เย็น	boy	ง่าย	common
*ร	ร เรือ (boat)	rust	รู้	soon	พระวิหาร	common
ล	ล ลิง (monkey)	love	ล่อลวง	soon	พยาบาล	common
*ว	ว แหวน (ring)	water	ว่าย	wow	แก้ว	common
ศ	ศ จุฬา (kite)	love	กีฬา	soon	ปลาวาฬ	less common
ฮ	ฮ นกฮูก (owl)	– hello	นกฮูก	n/a	n/a	rare
*ฤ	ฤ รึ	"ri" as in "riddle"	ฤดู	n/a	n/a	less common
*ฦ	ฦ ลึ	"li" as in "listen"	ฦก	n/a	n/a	rare

*ต and *ฏ is pronounced by saying "the" with your tongue inside your mouth, behind your top front teeth. This consonant is halfway between the words "the" and "duh."

*ป is pronounced with slightly more force than บ.

*ร is pronounced as a "rolled r."

* The consonants "ว" and "อ" can also be used as vowels. Therefore, depending on the word, the consonant pronunciation does not apply. For example, in the word วัว, the first ว is the consonant and the second ว is the vowel (see section on vowels). อ acts as a consonant when it is in front of another consonant; it will most often be silent, but will change the tone of the word.

Note: It is very useful to learn the names of the Thai consonants. You will use them every day to write down the names of the people who give you their contact information, to fill out Church records, to write notes to investigators and other people, etc.

*ฤ and *ฦ in the Thai alphabet are actually considered vowels, but when placed at the beginning of a word, they act as low-class consonants.

Vowels สระ

Thai vowels include long sounds, short sounds, and diphthongs (combined vowel sounds). It is important to pronounce each vowel with the appropriate length. If a long vowel is pronounced too fast or too short, or if a short vowel is pronounced too long, the meaning of the word will change.

*A diphthongs is a combination of vowel sounds in which the sound begins as one vowel and ends with another. The table below shows the English equivalent of a diphthong as a combination of two vowel sounds with a "+" sign.

Long Vowel	English Equivalent	Example in Thai
-า/	jar, bar	มา นาน
-อ/	awful, claw, off	รอ คอย
-ว-	moon + fun	สวย บวก
ั-ว	moon + fun	ตัว วัว
ี-/	tree, bee, sea	มี รีบ
ี-/	term*	ลืม คืน
ี-อ	term*	มือ ถือ
ู-/	spoon, raccoon, tune	ดู หู
เ-/	ape, paste, paint	เท เอก
เ-ย	fun + bee	เคย เลย
เ-อ	term*	เธอ เจอ
เ-า	ouch, out, owl	เอา เรา
เ–ิ/	learn	เกิน เดิน
เ–ีย/	Kia, phobia	เสีย เทียน
เ–ือ/	term* + fun	เรือ เลือด
Short Vowel	**English Equivalent**	**Example in Thai**
เ-ะ/	apple, snap, trap	แพ แบ
-ร	on, gone, lawn	กร พร
โ-	home, loan, comb	โต โบ

*When pronouncing the English equivalent "term" for the vowels ี-/,ี-อ, เ-อ, เ–ือ/, do not include the "r" in the vowel sound.

*The short-vowel English equivalents that have a "?" are pronounced as though the vowel is being abruptly cut off or stuttered.

Short Vowel	English Equivalent	Example in Thai
◌ั	***u**p?/r**a**p?	มั่น กัน รัก พัด
-ะ	**u**p?	จะ นะ
◌ำ-า	**u**m, pl**u**m, c**o**me	นำ ดำ
◌ิ-/	***i**t?/s**ee**?	ปิด ธุรกิจ สันติ ปกติ
-ุ/	s**ui**t?	ดุ ลุง
◌ึ-/	l**oo**k	ฝึก ดึก
เ◌็-/	l**e**t, p**e**t, j**e**t	เป็น เล็ก
เ-อะ	d**i**rt, sl**u**rp	เลอะ เยอะ
เ-ะ	**a**te?	เละ เตะ
เ-าะ	**ough**t?/**o**tter?	เงาะ เกาะ
เ◌ีย-ะ	Ki**a**?, phobi**a**?	เผียะ เปี๊ยะ
แ◌็-/	J**a**ck?	แจ็ค
แ-ะ	m**a**p?, n**a**p?, l**a**p?	และ แกะ
โ-ะ	n**o**pe?	โปะ โต๊ะ
ไ-	p**ie**, d**ie**, s**igh**	ไป ไม่
ใ-	p**ie**, d**ie**, s**igh**	ใส ใจ
-รร	**o**nion, s**u**n	สรร
-รร-	**o**nion, s**u**n	วรรณ
ฤ	**i**ft, **i**diculous	อังกฤษ พฤหัสบดี
ฦ	**i**ve	ฦๅสาย

*The vowel ◌ั will make a slightly different sound depending on the ending consonant of the word. When the word ends with a softer consonant, such as ม or น (as in the word มั่นใจ—"confident"), the vowel sound will be similar to the "u" in "up." When the word ends with a hard consonant, such as ก, บ, or ด (as in the word รัก—"to love"), the vowel sound will be similar to the "a" in "cat."

*The vowel ◌ิ-/ will make a slightly different sound depending on the ending consonant of the word. If the word has a consonant after this vowel, such as the word ธุรกิจ ("business"), the vowel sound will be similar to the "i" in "it" and pronounced quickly or cut off. If there is no consonant after the vowel, as in the word สันติ ("peace"), the vowel sound will be similar to the "ee" in "see" and will be pronounced quickly or cut off.

*Note: Pay close attention and try your best to mimic the way natives pronounce vowels, especially vowels that do not have an exact English equivalent.

Activities

Personal

Speaking

A. Record yourself pronouncing the entire alphabet. Listen to yourself and then listen to a native pronounce the alphabet. Compare each sound of yours to each of the native's. You could also have a native listen to your recording and critique it. Practice pronouncing the alphabet using the feedback they give you.

Listening

B. Have three different native speakers read to you the alphabet, letter by letter. Repeat each sound after they say it. Write down each letter they say that is different from how you say it or how you thought it was pronounced. Ask them to repeat those letters for you until you can grasp their pronunciation. Repeat this activity every time you transfer to a new area. Pay attention to how people from different provinces pronounce the alphabet differently.

Reading

C. Open a Thai copy of the Book of Mormon to the title page and quiz yourself on how many names of Thai consonants you know (for example: ฉันเป็นลูกของพระผู้เป็นเจ้า, read as ฉ,น,ป,น,ล,ก,ข,ง,พ,ร,ผ,ป,น,จ). Try to improve every time with your speed and accuracy. Write down consonants and vowel sounds that took you more than a moment to read off.

D. Identify each consonant or vowel in the following list of words when ว, อ, ย, or ร are used as consonants or vowels. If it is a consonant, underline it, and if it is a vowel, circle it. Check your answers.

Example: อ(อ)ก

1. วันเวลา
2. พวกเรา
3. สวดอ้อนวอน
4. เยี่ยม
5. ด้วย
6. อีก
7. เหลือง
8. เรื่อง
9. สรรเสริญ
10. สวรรค์
11. ชอบธรรม
12. บรรดา
13. บรรพบุรุษ
14. อยู่
15. รอคอย

E. Ending Sounds. Identify the sound that each letter makes at the end of the word by circling the consonant that makes the same sound. Check your answers.

1. ปรากฏ ก ด บ
2. มาร ม น ก
3. แดนทุรกันดาร ม น ก
4. มนุษย์ ก ด บ
5. เมฆ ก ด บ
6. ประโยชน์ ก ด บ
7. โบสถ์ ก ด บ
8. ภาค ม น ก
9. กล้าหาญ ม น ก
10. คริสตกาล ม น ก

Writing

F. Take out your language notebook, or a sheet of paper, and a pen. Practice writing the Thai alphabet using the consonant chart if you want to. As you write each consonant, say it out loud. After you have completed this, try to do it again without referring to the consonant chart. Write as many consonants as you can remember. If you can't remember all of them, just write down the ones that you know off the top of your head. Then refer back to the consonant chart to see which ones you missed. For each letter you forgot, write it out three times and repeat the sound out loud. Repeat this activity until you can write and sound out your list of consonants from memory. If memorizing them all at once is overwhelming, focus on memorizing the consonants by class.

G. For sentences 1–5 write the missing vowel in the space provided. Check your answers.
Example: ฉันมีครัอบครัวบนโลกนี้

1. ศ_สนจักรของพร_ _ยซูคริสต์
2. _ข่มุกอันล้_ค่_
3. พร_กิตติคุณ_ป็นพร_ก่ครอบครัว
4. พระบิด_บนสว__ค์
5. _ร_สะอาดจากบาปได้_ดยผ่านพระคริสต์

For sentences 6–10 write the missing vowel under or above the underlined consonant. Check your answers.

Example: พระเยซูคริสต์ฟื้นคืนชีวิต

6. พระคมภีร์ศกดิ์สทธิ์

7. เลอกส่งด

8. สรรเสรญบรษ

9. สรเสยงของพระเจ้า

10. เคร่องช้ทาง

H. Familiarize yourself with the Thai alphabet. In your language notebook or on a note card, copydown the following passages in the Thai script. Check your work in the answer key.

1. 2 Nephi 2:25
2. Moroni 10:5
3. The First Vision (Joseph Smith—History 1:16–17)

Companion

Speaking

I. Pronounce every letter in the alphabet to your companion. Have him or her give you feedback on your pronunciation. Record your companion's advice in your study journal. At the end of the week, follow up with your companion to check your pronunciation again.

Listening

J. Have one person stand at a whiteboard, or sit across from your companion with a blank sheet of paper and a pen. Have your companion read a random consonant or vowel to you. For example, your companion might say one of the following: "ก ไก่" or "สระ -ะ" You would then write down whatever letter your companion has read to you. Do this until you have successfully written down 10 letters, then switch. Do this with every new companion you get.

K. Have one person stand at a whiteboard, or sit across from your companion with a blank sheet of paper and a pen. Have your companion read a line from *Preach My Gospel* out loud to see how accurately he or she can write down the sentence that you read. Try to spell the words as accurately as you can by sounding out each word, then have your companion check your work. Repeat the sentence as many times as you need to help your companion write the full statement. After you have completed three phrases, switch roles with your companion.

Reading

L. Open to the same place in the scriptures as your companion. Take turns reading just the consonants, in order, in a verse that you choose. Switch turns every line. Time yourselves and see how long it takes to read one line. Try to improve every time with your speed and accuracy.

For example: ฉันเป็นลูกของพระผู้เป็นเจ้า

Read as ฉ,น,ป,น,ล,ก,ข,ง,พ,ร,ผ,ป,น,จ

When you have finished reading the consonants, practice again, this time reading just the vowels.

Writing

M. On a piece of paper, write a note to your companion, an introduction about yourself, or your testimony, and give it to your companion to proofread. Discuss any corrections that he or she made to your work, then correct your paper.

N. Write the names of household objects on small pieces of paper, and stick each paper to the household object that it belongs to. Refer to these labels throughout the week, taking off each label that you memorize until they are all gone. Example: Chair – เก้าอี้

Group

Speaking

O. Stand in a circle with your district. Take turns reciting the Thai alphabet, one person at a time. If you can't remember the next letter, you miss your turn and must leave the circle. The last person in the circle is the winner.

Listening

P. Take turns having each member of your district go to the whiteboard. Have one person read a line from *Preach My Gospel* out loud to the person at the board. See how accurately the person at the board can write down the sentence that was read, sounding out each word if he or she needs to. Then have your district members check the person's work. Repeat the sentence as many times as is needed to help him or her write the full statement. After a phrase is completed successfully, switch roles with someone else.

Tones

Explanation

Tones are positive, negative, or neutral influxes in the voice. A common tone that English speakers use is the added positive influx at the end of a question. **Ex: Will you read Alma 40? (At the end of this question, the speaker's voice goes up to signify a question).** Tones are used in Thai to distinguish words. In fact, you can pronounce the correct consonants and vowels in a word, but if you use the wrong tone, you may indicate a completely different word. For example, the word มา in Thai translates as "to come." However, if you say มา as if you were asking a question (ม้า), you are saying a completely different word; in this case, ม้า in Thai means "horse." That is why it is important to learn the tone that correctly correlates with each word. In a sense, the tone is a part of the word and is built into the spelling of the word. The tone chart below will help you to know which tone to give to each word.

Consonant Class	สามัญ No Tone Marker	ไม้เอก ◌่	ไม้โท ◌้	ไม้ตรี ◌๊	ไม้จัตวา ◌๋	Short Vowel Ending in กบด	Long Vowel Ending in กบด
Low	-	^	/	N/A	N/A	/	^
Middle	-	\	^	/	V	\	\
High	V	\	^	N/A	N/A	\	\

How to Use the Tone Chart

- = flat tone, no influx in voice

^ = mountain tone, similar to saying a phrase or word with an exclamation point (e.g., "Hey!")

V = valley tone, similar to asking a question but elongating the last word of the sentence (e.g., "Do you want to go or?") or as if you say the word with the intonation of going down and back up, like the motion of jumping on a trampoline

/ = rising tone, similar to asking a question (e.g., "Do you know where the meeting is?")

**** = falling tone, similar to when a parent tells you "No"

Words with **One** Consonant or no Ending Consonant:

Example: มา ("to come")

1. Find the first consonant, ม, which is a LOW CLASS consonant.
2. Then look for the tone marker, or notice if it does not have a tone marker.
3. Now you should be able to find the tone, which is flat tone (-).

Words with **Two** Consonants (กดบ rule):

Example: ฝาก ("to deposit")

1. Find the first consonant, ฝ, which is a HIGH CLASS consonant.
2. Then look to see if the ending consonant has a G(K), D, or B. In this case ก has a G sound when placed at the end of a word.
3. Now you should be able to find the tone, which is a falling tone (\).

Example: จาก (“from”)

1. Find the first consonant, จ, which is a MIDDLE CLASS consonant.
2. Then look to see if the ending consonant has a G(K), D, or B. In this case ก has a G sound when placed at the end of a word.
3. Now you should be able to find the tone, which is a falling tone (\).

Example: โทษ (“punishment”)

1. Find the first consonant, ท, which is a LOW CLASS consonant.
2. Then look to see if the ending consonant has a G(K), D, or B. In this case ษ has a D sound when placed at the end of a word.
3. Now you should be able to find the tone, which is a mountain tone (^).
4. Notice that the LOW CLASS changes slightly with the vowel length (long or short). Pay attention to the example โ-, which is a long vowel.

Activities

Personal

Speaking

A. Record yourself pronouncing the list of tones. Listen to yourself and then listen to a native pronounce the tones. Compare the two versions. You could also have a native listen to your recording and critique it. Practice pronouncing the tones using the feedback the native gives you.

Listening

B. Select a passage from the scriptures that you are reading. Listen to and record a native speaker reading those verses. Listen to the recording while following along in the scriptures. Pay close attention to the changes in the native’s tone of voice. Try to copy these tones by reading through the passage again until you feel that you can read it at a comfortable pace with correct pronunciation of tones. Ask the native to listen to you read it and give you any corrections necessary.

Reading

C. In your study journal write down the tone of each word from the following scriptures as you read them. Indicate with the following notation: -, /, V, \, ^. Check your answers.
    1. Nephi 1:1
    2. Mosiah 2:41
    3. Alma 26:16

D. Create a Thai script card. This card will be used as a reference guide to help you improve your ability to read. Look in the appendix to find the blank script card. Compare your card with the one in the answer key.
    1. Using three different colored utensils, color the consonant boxes according to their class (high, middle, or low). Classes can be found in the consonants explanation.
    2. Using two different colored utensils, color the vowel boxes according to the vowel length (long or short). Long and short vowels are explained in the vowels explanation.
    3. When you have completed steps one and two, cut out the cards and paste the two blank sides together, making a nice bookmark to carry with you when you read. You may want to laminate this card to keep it from being damaged.

High		Middle		Low		๑	๒	๓	๔	๕	๖	๗	๘	๙	๐
ก	ข	ค	ฆ	ง	จ	ฉ	ช	ซ	ฌ	ญ					
ฎ	ฏ	ฐ	ฑ	ฒ	ณ	ด	ต	ถ	ท	ธ					
น	บ	ป	ผ	ฝ	พ	ฟ	ภ	ม	ย	ร					
ฤ	ล	ฦ	ว	ศ	ษ	ส	ห	ฬ	อ	ฮ					

-ว-	-อ	-ะ	ั-	ั-ว	-า	ำ-	ิ-	ี-	ึ-	ื-
็-อ	ุ-	ู-	เ-	เ็-	เ-ย	เ-อ	เ-อะ	เ-ะ	เ-า	เ-าะ
เ ิ	เ ีย	เ ียะ	เ ือ	แ-	แ็-	แ-ะ	โ-	โ-ะ	ใ-	ไ-

TONE RULES

CONSO-NANT CLASS	NO TONE MARKER	◌่ ไม้เอก	◌้ ไม้โท	◌๊ ไม้ตรี	◌๋ ไม้จัตวา	SHORT VOWEL กดบ	LONG VOWEL กดบ	ๆ ไม้ยมก	ฯ ไปยาลน้อย	-รร	-รร-
LOW	—	^	/	N/A	N/A	/	^	◌็ ไม้ไต่คู้	◌ั ไม้หันอากาศ	◌์ การันต์	-ร
MIDDLE	—	\	^	/	v	\	\				
HIGH	v	\	^	N/A	N/A	\	\				

Writing

E. Write the correct tone marker over the letter to indicate the correct tone. In some cases there may be no tone marker required. Select the tone marker that makes the word say the correct sound as indicated. Write either "no tone marker" or one of the following tones above the word.

◌่ ◌้ ◌๊ ◌๋

Check your answers.

Example: (/\) วา (Answer: ว่า)

1. (-) มี
2. (\) ใหญ่
3. (/) เทา
4. (^) ที
5. (-) วาง
11. (/) ซัก
12. (\) หนอย
13. (^) ดาว
14. (-) บิน
15. (/) กอก
21. (\) สวน
22. (^) ขอ
23. (v) ฝา
24. (\) เฉย
25. (^) ผา

6. (/) ไว
7. (/\) คำ
8. (\) อยาง
9. (/\) สิน
10. (/\) ชอบ
16. (\/) กา
17. (\) ตอ
18. (/\) จา
19. (\) ปิด
20. (\/) หา
26. (\/) สวรรค์
27. (\) ศพ
28. (/\) ถวย
29. (\) เปียก
30. (/\) ภาพ

F. Circle the word(s) that make(s) the same tone. Check your answers.

1.	ผ้า	พา	พ่า	พ้า	ภา	ภ่า	ภ้า
2.	เสื้อ	เซือ	เซื้อ	เซื่อ	เสือ	เสื้อ	เสื่อ
3.	ไข้	ไค่	ไค้	ไค	ไข่	ไข้	ไข
4.	เถ้า	เทา	เท้า	เท่า	เธา	เธ่า	เธ้า
5.	ฝ้า	ฟ้า	ฟา	ฟ่า	ปา	ป้า	ป่า
6.	ห้า	ฮา	ฮ้า	ฮ่า	อ่า	อา	อ้า

Companion

Speaking

G. Taking turns with your companion, pronounce out loud the words in the tones chart found in the explanation. After both of you have said each word, discuss any words you pronounced differently and practice them again.

H. Ask one of your investigators to let you and your companion recite a scripture or teach part of a lesson while he or she pays attention to your pronunciation of tones. Have your investigator critique your pronunciation, then practice it again, using the suggestions he or she gives you.

Listening

I. Stand at a whiteboard or pull out a blank sheet of paper and a pen. Have your companion read a random word from either the scriptures or *Preach My Gospel*. For example, your companion might say the following: เข้า

You would then write down the word your companion has read to you with the correct tone marker. Don't worry too much about the spelling, but be able to identify the correct tone. Do this until you have successfully written down 10 words, then switch. Do this with every new companion you get.

J. Take turns reading in the scriptures with your investigator. Listen to his or her pronunciation of each tone. You may want to ask your investigator to read slowly and clearly so that you can understand each word. Make a note of any words your investigator pronounces differently than you would.

Reading

K. Ask your investigator to help you improve your pronunciation of the tones. Ask him or her to listen to you read a chapter from the scriptures and then give you feedback. Make note of the words your investigator corrects, either in your scriptures or in your study journal.

Writing

L. Take out a piece of paper and write down as many words as you can think of that have that have a mountain tone (^). Do not use any reference materials. Set a timer for one minute. Whoever can write down the most words within the time limit wins. Repeat this activity with the valley tone (v), falling tone (\), rising tone (/), and flat tone (–).

Group

Speaking

M. Thai Tongue Twister: Have each member of your district take turns trying to pronounce the following examples of a Thai tongue twister. Take turns helping each other improve pronunciation. When you master each tongue twister, try saying it faster. You can impress a lot of members and investigators by how well you can say these phrases.

1. ใครขายไข่ไก่
2. ยายกินลำไย น้ำลายยายไหลย้อย
3. ยักษ์รักลิง ลิงรักยักษ์ ลิงน่ารัก ยักษ์รักลิง
4. ปิดประตูโบสถ์ เปิดประตูผิด
5. ไหมใหม่ไม่ไหม้ ใช่ไหม
6. เช้าฟาดผัดฟัก เย็นฟาดฟักผัก
7. ระนอง ระยอง ยะลา
8. ทหารถือปืน แบกปูน ไปโบกตึก
9. ชามเขียวคว่ำเช้า ชามขาวคว่ำค่ำ
10. รถยนต์ล้อยาง รถรางล้อเหล็ก

Listening

N. Split the district into two teams. If you have more than one native speaker in your district, split them up into different teams. Each member of your team needs a piece of paper and something to write with. For each round, one person from your team will call out a word that the other team's members have to write on their papers. This should take less than a minute per round. Take turns going back and forth for each team. Every member of the team that wrote it correctly gets a point for their team. Team members are not allowed to confer with one another.

Reading

O. Read a story together from the *Liahona*. Be constructive to other members of your district when they make a mistake, encourage one another, and kindly correct each other's pronunciation.

Reading Script

Explanation

Thai is a phonetic language, which means it is pronounced how it is written. Once you have learned the consonants, vowels, and tones, you are ready to put them together. This section will teach you the steps necessary to read Thai script as you prepare to share the gospel through the Book of Mormon, the Bible, and other written works.

Symbols

◌์ – การันต์ This symbol silences the consonant that it is directly above; อาทิตย์ (“week”), พยากรณ์ (“prophecy”), นิรันดร์ (“eternity”), พระองค์ (“thee”/”thou”).

ๆ – ไม้ยมก This symbol indicates to the reader that the word directly in front of it needs to be repeated, which is often done to pluralize or intensify the word. For example, the word for “child” is ลูก, so adding a ๆ will pluralize “child” to “children”: ลูกๆ (read as ลูกลูก). The word “spicy” is เผ็ด, so adding a ๆ will intensify the word to mean “really spicy”: เผ็ดๆ (read as เผ็ดเผ็ด). In writing, the ๆ is useful to avoid writing out the same word twice.

ฯ – ไปยาลน้อย This symbol indicates to the reader that the word directly in front of it is abbreviated. However, it does not change the way the word is read; the abbreviated word will be pronounced as it appears. This symbol is mostly used to conveniently shorten long words. For example, the full name for the city Bangkok is กรุงเทพมหานครอมรรัตนโกสินทร์มหินทรายุธยามหาดิลกภพนพรัตนราชธานีบูรีรมย์ อุดมราชนิเวศน์มหาสถานอมรพิมานอวตารสถิตสักกะทัตติยวิษณุกรรมประสิทธิ์, but because of the extensive length of the word, it is abbreviated as กรุงเทพฯ. Similarly, cities such as อุดรธานี and อุบลราชธานี are abbreviated to อุดรฯ and อุบลฯ.

Special Exceptions

Most often (but not in all cases), if a consonant is not pronounced, it will include a ◌์ over the top. However, there are some words without the ◌์ in which certain consonants and/or vowels are not pronounced or are pronounced differently than their original sounds.

Some common examples include the following:

- **ติ** Sometimes when used as the last consonant, the ◌ิ is not pronounced. Examples: ญาติ (“relative”), ชาติ (“nation”), พระบัญญัติ (“commandment”)
- **ตุ** Sometimes when used as the last consonant, the ◌ุ is not pronounced. Examples: เหตุ (“reason”), แร่ธาตุ (“mineral”)
- **สร**- and ศร- ร is sometimes not pronounced when following a ส or ศ. Examples: สร้าง (“to create”), สร้อย (“necklace”), ศรัทธา (“faith”), เศร้า (“to be sad”)
- **ทร**- Most often, when these two consonants are put together in this order, the sound produced is an “s” sound. For example, the word ทรง (the word used before a verb to make it royal) is pronounced as ซง, and ทราย (“sand”) is pronounced as ซาย. However, there are a few words, such as ทรมาน (“to suffer”), in which both consonant sounds are pronounced.
- **ห** Most often, this consonant will not be pronounced when placed at the beginning of a word, but it will be used to change the tone of a word, as in หมาย (“meaning”), หน่อย (“a little”), and หน้า (“face”/”page”). However, the ห will be pronounced when it is at the beginning of a word that has only two characters, as in หก (“six”) or หด (“to shrink”), or when it is directly in front of a vowel, as in ห้าม (“to forbid”) and หอม (“fragrant”).

• **อ** This will often not be pronounced when used at the beginning of a word and is accompanied by a vowel in words such as เอาชนะ (“overcome”), อากาศ (“air”), and อิ่ม (“full”). There are words when the อ is pronounced as an “a” as in “rap” (-ะ), such as the words อธิการ (“bishop”), อนึ่ง (“moreover”), and องุ่น (“grapes”). There are four words in which the อ is not pronounced but is used to change the tone of the word, อยู่ (“to be”—locational), อย่าง (“like”), อย่า (“don’t”), and อยาก (“to want”).

*When one of the consonants ร, ล, or ว is the second consonant in a word and is then followed by a vowel, it is pronounced within the same syllable as the first consonant and with the same vowel sound. Similarly, in English words like “blank” or “try,” the “l” and “r” are pronounced within the same syllable, rather than pronounced in separate syllables such as “b-lank” or “t-ry.”

Examples: ความ, กวาง, ปลา, เปลี่ยน, พรุ่งนี้, โกรธ

Double-Functioning Consonants

Some Thai words have consonants that appear only once but are pronounced twice. The first sound the consonant will make is its ending sound, and the second sound it will make is the normal beginning sound. The word ผลไม้ (“fruit”) is an example of a double-functioning consonant, as the ล is pronounced first with its ending sound “n” and then again with its beginning sound “l” (pronounced as ผน-ละ-ไม้). There are no patterns to indicate which words have double-functioning consonants, so you will learn these best with practice, listening to natives and asking for help as you read. Below is a list of a few double-functioning consonants in which the consonant that should be pronounced twice is underlined.

Examples: สกปรก, รัฐบาล, ปกติ, ศาสดา, ศาสนา, นมัสการ

Reading Thai Script Tricks

When you first learn to read Thai, it can be difficult to know when words start and end, especially words you are not familiar with. The following are some tricks to help you know how to read and pronounce words that aren’t pronounced exactly how they are written. Each of the following rules (CC, CCC, and CCV) apply to each syllable in a word.

C = Consonant **V**= Vowel

Example: Even though the word ปกติ (“normal”) is only one word, two of the rules from below apply because there is more than one syllable. The CC rule applies to the first half of the word: ปก (so it is pronounced with the vowel “o” as in “open”). The CCV rule applies to the second half: กติ (so it is pronounced with the vowel “a” as in “rap”—[-ะ]; กะ-ติ). The ก is used twice because ปกติ is a double-functioning consonant.

CC: In any word that has only two consonants, the middle vowel sound is “o” as in “open” (โ-ะ). However, if the last consonant ends with ร, the vowel sound is “o” as in “on” (อ). The only other exception to this rule is that if the last consonant of a word is อ, then อ will be pronounced as its vowel sound.

Examples of CC: คน, บน, ชน, ต้น, คง, กฎ, บท, ส้ม, ผล

Examples of CC ending in ร: พร, กร, จร

Examples of CC ending with อ: ขอ, พอ, จอ, กอ, คอ

CCC: In most words that have three consecutive consonants, the first vowel sound after the first consonant will be “u” as in “up” (-ะ) and the second vowel sound after the second consonant will be “o” as in “open” (โ-ะ). The word will end with the third consonant unless there is a vowel connected to it; in that case the word will end with the vowel sound. For example, the word ตลก (“funny”) is pronounced as ตะ-ลก.

Examples of CCC: ตลก, สงบ, ถนน, ขนม, ผสม, พนม, กบฏ

CCV: In any word that has two consonants followed by a vowel, the vowel sound between the two consonants will be “u” as in “up” (-ะ). For example, the word ตลอด (“throughout”) is pronounced as ตะ-ลอด.

Examples of CCV: ตลอด, ตลาด, ฉลาด, สนุก, สนอง, สนาม

*Be sure to include the tone when it's needed—the tone is determined by the first consonant of the word and any tone marker that follows.

Activities

Personal

Speaking

A. Practice pronouncing these consonant-vowel pairings by reading them out loud. Make sure that you place the correct vowel sound with each consonant. Check your tones in the answer key.

สวน ขอ พระ ฟัน บัว มา นำ กิ ที ซึง ชืน คือ จุ สู เท เป็น เคย เจอ เรอะ เบะ เรา เพราะ เดิน เสีย เนียะ เบือ แฟ และ โจ โตะ ใบ ไท สรร กรรน พร

Listening

B. Bring a notebook to sacrament meeting and take notes in Thai. This will help your listening and writing skills. Don't write everything that is said; focus on writing down impressions and things that you like from each speaker. If you can't write what you want to in the script, write it in English for now and review your notes later, during language study. Do your notes make sense? Can you read them? What thoughts or words did you struggle to write in Thai? Learn those words and practice writing them so that you can take better notes in the future. Repeat this activity periodically until you feel comfortable taking notes in Thai.

Reading

C. Practice pronunciation and tones by reading out loud the following passages. Be sure to emphasize the correct tone of each word. Read each word slowly at first, and then read it again, faster. Repeat this until you can read the verse without any pauses between words. Then try to read each verse as fast as you can. Slow back down and read it smoothly, clearly, and confidently. Check your tones in the answer key.

1. "Your Purpose" (*Preach My Gospel*, 1)
2. 1 Nephi 3:7
3. Mosiah 2:41

D. Open your scriptures to Ether 1:6–32. Try improving your ability to quickly sound out unfamiliar words by sounding out the Jaredite names as quickly as you can. Check your tones in the answer key.

Writing

E. Just like English, the Thai alphabet has a common motion to write each word. Visit a local bookstore on your preparation day. Look for first- and second-grade Thai workbooks to purchase. Many of these books will outline the motion for you and give you a place to practice writing (remember to receive permission from your mission president before using these resources).

F. Write your testimony in Thai. Record it in a safe place such as your journal. Rewrite your testimony every time you move to a new area. Compare all of your written testimonies and see the progress you've made in handwriting, spelling, grammar, and vocabulary.

G. Write a letter to one of your recent converts, expressing your feelings about the Savior and giving your convert encouragement.

Companion

Speaking

H. Sing hymns in Thai with your companion from the Thai hymn book before your companionship study and language study.

I. Read one of your favorite scriptures to your companion, then share why it is meaningful to you or why it would be meaningful to one of the people that you are teaching. Have your companion write down the words you read or said incorrectly, as well as the words you said really well. Reread the verse to your companion and share about it again.

Listening

J. Have your companion read to you a sentence from the first lesson in the Thai *Preach My Gospel* at a normal pace. On a blank sheet of paper, try to transcribe in Thai script what your companion read. If you are unable to write down the entire sentence on the first try, have your companion read it back to you at a slower pace. If you are unfamiliar with a certain word, try your best to spell it according to what you hear. Continue to ask your companion to repeat the sentence until you have successfully written the whole thing down. Ask him or her to check your work. Rewrite words you spelled incorrectly. Look up any words you didn't know, and record them in a notebook where you can frequently review them.

Reading

K. Attempt to read the first paragraph in the section entitled "God Is Our Loving Heavenly Father" in the first lesson in the Thai *Preach My Gospel*. Read it slowly at first, sounding out all the words. Read the verse in Thai again, focusing on eliminating any pauses between words. Then try to read it at a normal speaking pace, with appropriate breaths and pauses, as if you were having a conversation rather than reading. Be aware of your rhythm and tone. Notice which words and phrases you should emphasize. Read the paragraph out loud until you can easily read it with a conversational rhythm. Then, in your own words, practice teaching your companion the concepts in the paragraph a few times. Tip: Repeat this activity with other paragraphs of the lessons in *Preach My Gospel* throughout your mission. This will help you to prepare to teach your investigators in the language. Check your tones in the answer key.

L. Read together a section from one of the lessons in chapter 3 of the Thai *Preach My Gospel* which you will be sharing that day. Write down words that have unusual spellings or are difficult to pronounce. Ask a native why these words are spelled or pronounced as they are. Look for patterns in spellings.

M. Read a chapter together in the Thai Book of Mormon. Switch off every verse. At the end, summarize in Thai what you learned from that chapter. You can also do this with your companion in lessons, at church, or while you are waiting for something (such as standing in a line or waiting on a bike repair). Practice reading every chance you get until you can read naturally and without pause.

Writing

N. Each of you write your testimony in Thai inside a blank copy of the Thai Book of Mormon to give to your investigator.

Group

Reading

O. Read a chapter in the Book of Mormon as a district. Encourage everyone to participate, even those who may feel like they are not yet strong readers. Help each other with unfamiliar words and unusual spellings. Share with each other why certain words have unusual spellings. Help each other recognize patterns. Afterwards, share your testimonies with each other in Thai about the power of the gift of tongues, which has helped you learn to read this alphabet. If there are any native speakers in your district, seek reading tips and pronunciation advice from them.

P. Have one person from your district go to the whiteboard. Write a word in Thai (you can make it as easy or as difficult as you like). Be the first to say the word out loud.

Writing

Q. Separate the district into two teams. Have each team send one person up to the board. The district leader will read out loud a word or phrase from a verse in the scriptures. The missionary who finishes writing down the word or phrase on the board first wins a point for his or her team. Play until everyone in the district has had a chance to go up to the board.

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **God** is our Father and **we are** His **children**. (Subject pronoun and Royal Language)
- God **is** a merciful Being. (To be)
- **What** is a prophet? (Question words: อะไร, ใคร)
- I know **that** God is our Father in Heaven. (ว่า verbal colon)
- They told Joseph that **none** of the churches were true. (Negation)
- The Church **of** Jesus Christ. (Possessives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- "The Great Apostasy" (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What was our life like before we came to earth?)
- "Our Life on Earth" (What is the purpose of life?)
- "The Atonement" (What is the Atonement?)
- "Faith in Jesus Christ" (What is faith? Who do we believe Christ is?)
- "Baptism, Our First Covenant" (What is baptism? What is an ordinance? What is a covenant?)
- "The Gift of the Holy Ghost" (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- "Live the Law of Chastity" (What is chastity?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)
- "Eternal Marriage" (What are the blessings of a temple marriage?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Ask Questions and Listen" (How do I ask them in the language?)
- "Explain Priesthood Ordinances" (What is the Priesthood? What is an ordinance?)
- "Meet Someone" (Who are you? What is their name? Who do you represent?)
- "Use the Scriptures" (Who is speaking? To whom is he/she talking? Who are Lamanites and Nephites?)

Subject Pronouns and Royal Language

Examples

We are **His** children.	**เรา**เป็นลูกของพระองค์
I know that . . .	**ผม** (ซิสเตอร์) รู้ว่า . . .
Do **you** believe in God and Jesus Christ?	**คุณ**เชื่อในพระผู้เป็นเจ้าและพระเยซูคริสต์หรือไม่
Did **I** understand **you** correctly?	**ผม(ซิสเตอร์)**เข้าใจ**คุณ**อย่างนี้ถูกไหมครับ(คะ)
To help **them** feel the Spirit **you** can share **your** testimony.	เพื่อช่วย**พวกเขา**ให้รู้สึกถึงพระวิญญาณ**คุณ**อาจแบ่งปันประจักษ์พยาน

Explanation

In this section you will learn how to use pronouns in different circumstances, such as everyday, formal, familial, and royal. You will also learn the basic words and function of the royal language.

Subject Pronouns

A pronoun is a word that takes the place of a noun (person, place, or thing) in a sentence. For example, in the sentence "Daniel saw Beth, and he waved at her," the pronouns "he" and "her" take the place of "Daniel" and "Beth." Other English pronouns include "I," "me," "you," "he," "him," "she," "her," "it," "they," "them," "us," and "we." In Thai, there are similar pronouns specific to the gender, age, and title/status of the person to whom you are speaking. As a missionary, it is important to use the proper pronouns so that others can identify you as a disciple of Jesus Christ and so that you do not appear ignorant or rude.

Below are three tables of different subject pronouns grouped into everyday, formal, and royal categories. Under each category are subcategories, including the Thai pronoun, its English equivalent, and, in parentheses, which gender should use each word. For example, ผม is the masculine word for "I" and "me"; it would not be appropriate for a woman to refer to herself with ผม. If a word is marked as neutral, it is appropriate for both men and women to use. The last subcategory will explain in which circumstance the subject pronouns should be used. Depending on the relationship (how long you have known the person and how close you are with him or her), age, and formal setting, different pronouns should be used.

Everyday

You will hear these subject pronouns the most frequently, as they can be used in a variety of circumstances. Pay close attention to the subject pronouns people use when they refer to themselves, as these will help to identify the individuals' age, status, and gender and will allow you to conclude what word choice is most appropriate when addressing them.

Everyday			
Thai Pronoun	English Equivalent	Example Sentence	When to Use
ผม	I, me (masculine)	**ผม**ชื่อโจ My name is Joe.	Most common; used by males of any age to refer to themselves; can be used to speak to any age group
หนู	I, me (feminine)	**หนู**ซื้อส้มตำให้แม่ I (daughter) bought you (mom) papaya salad.	Means “mouse”; used by women to respectfully refer to themselves when speaking with someone significantly older than themselves; missionaries should not use this pronoun to refer to themselves
คุณ	you (neutral)	**คุณ**ชอบทำอะไร? What do you like to do?	Considered a respectful and polite word to use with anyone, particularly those to whom you are not close; another option is to call the person by his or her name and/or title
เธอ	she, her (neutral)	**เธอ**เป็นเพื่อนที่ดีของฉัน She is my good friend.	Typically used when referring to close friends; more commonly used by females
เขา	he, she, him, her (neutral)	**เขา**ชอบอ่านหนังสือ He likes to read books.	Most common word to refer to any one person in an informal setting
พวกเขา	they, them (neutral)	**พวกเขา**จะอยู่ที่นี่ตอนหกโมงเย็น They will be here at 6:00 p.m.	Most common word to refer to any group of two or more people in both everyday and formal use
เรา	we, us (neutral)	**เรา**เชื่อในพระเยซูคริสต์ We believe in Jesus Christ.	Most common word to refer to oneself and at least one other person in both everyday and formal use
มัน	it (neutral)	**มัน**สุกแล้ว It is cooked.	Used to refer to any animal, object, or idea
พี่	I, me, you, he, she, (neutral)	**พี่**ค่ะคุณรู้จากพระเยซูคริสต์ *Contacting a woman in her thirties on the street: Excuse me, ma’am; do you know Jesus Christ?	Similar to the word “sir” or “ma’am”; translates to “elder”; a polite and respectful way to refer to the person you are addressing as being elder or further along in life than yourself; when used to refer to oneself (I, me), you are referring to yourself as the elder of whomever you are addressing
น้อง	I, me, you, he, she (neutral)	**น้อง**ครับ พ่อแม่อยู่ที่ไหน *Asking a little boy or girl: Excuse me, little one; where are your parents?	Used to refer to a person who is younger than you; similar to calling someone “subordinate”; referring to someone with this pronoun can sometimes come off as rude or demeaning, especially when you are in the same age group, but it is still socially acceptable

*If you are not sure about the age of the individual or what pronoun to use for him or her, it is usually best to give the person the benefit of the doubt by calling him or her พี่. The pronouns “brother” and “sister” are always safe for members or investigators, no matter what age.

Formal

Formal pronouns are used in religious and governmental settings. You will use and hear these words most often in formal settings, such as Church meetings, the scriptures, and official government documentation.

Formal			
Thai Pronoun	English Equivalent	Example Sentence	When to Use
ข้าพเจ้า	I, me (neutral)	**ข้าพเจ้า**รู้ว่าพระผู้เป็นเจ้าทรงพระชนม์อยู่ I know God lives (bearing testimony in a sacrament meeting). "**ข้าพเจ้า**นีไฟ,โดยที่เกิดจากบิดามารดาผู้ประเสริฐ" "I, Nephi, having been born of goodly parents" 1 Nephi 1:1).	A very formal way to refer to oneself when delivering a formal address, such as a testimony or speech
ดิฉัน	I, me (feminine)	**ดิฉัน**รู้ว่า**ดิฉัน**เป็นธิดาของพระผู้เป็นเจ้า I know I am a daughter of God.	Used by females of a greater age or title to refer to themselves, especially around strangers and acquaintances; more formal than ฉัน, but less formal than ข้าพเจ้า
ท่าน	you, he, she, him, her (neutral)	"และโดยอำนาจของพระวิญญาณบริสุทธิ์**ท่าน**จะรู้ความจริงของทุกเรื่อง" "And by the power of the Holy Ghost ye may know the truth of all things" (Moroni 10:5).	Used to refer to any one person in a religious or governmental setting
พวกท่าน	they, them (neutral)	"และเหตุการณ์ได้บังเกิดขึ้นคือ**พวกท่าน**ออกไปและ เริ่มสั่งสอนและพยากรณ์" "And it came to pass that they went forth and began to preach" (Alma 3:32).	Used to refer to any group of two or more people in a religious or governmental setting
พวกข้าพเจ้า	we, us (neutral)	"โดยสิทธิอำนาจของฐานะปุโรหิตแห่งเม็ลคิเซเด็คที่**พวกข้าพเจ้า**ดำรงอยู่ . . ." "By the power and authority of the Melchizedek priesthood that we hold . . ."	Used to refer to oneself and at least one other person in a very formal setting

* พวก- pluralizes the word it is used with: พวกเรา, พวกท่าน, พวกข้าพเจา, พวกข้าพระองค์

When speaking with someone in Thai, it is important to use the correct pronoun to address him or her. For example, it would be inappropriate to refer to a monk, member of royalty, or holy being with the same pronouns that you would use with your friends. Similarly, it would be strange and inappropriate to use formal or royal pronouns with your friends. Below is a chart giving specific pronouns for you to use as a missionary when addressing other people.

	1–14	15–17	Around Your Age	30+	50+	70+
Member/ Investigator	บราเดอร์/ ซิสเตอร์ +nickname	บราเดอร์/ ซิสเตอร์ +nickname	บราเดอร์/ ซิสเตอร์ +nickname	บราเดอร์/ ซิสเตอร์ +nickname	บราเดอร์/ ซิสเตอร์ +nickname	บราเดอร์/ ซิสเตอร์ +nickname
Most Common	น้อง +nickname	nickname	nickname	พี่ +nickname	พ่อ/แม่ (dad/mom)	พ่อ/แม่ (dad/mom)
Common and Still Safe		น้อง +nickname	พี่ +nickname		พี่ +nickname	
Common and Endearing					อา/น้า (uncle/aunt who are younger than your parents) ลุง/ป้า (uncle/aunt who are older that your parents)	ปู่/ตา (grandpa) ย่า/ยาย (grandma)

One can refer to him- or herself by his or her own name or title (talking in third person). For example, if you wanted to say, "I am hungry," and your name was Liz, you could say, ลิซหิวข้าว ("Liz hungry"). Sister missionaries, when speaking to members, will refer to themselves as ซิสเตอร์ ("Sister") along with their last name. As a missionary, you will refer to members as "Brother" and "Sister"; when they address you, they will often refer to themselves with their title, บราเดอร์ ("Brother") or ซิสเตอร์ ("Sister"). Other titles that are commonly used to replace subject pronouns are job positions, such as a teacher (ครู); Church callings, such as a bishop (อธิการ); familial positions (พ่อ/แม่); and age (น้อง/พี่).

Note: Listen to how natives refer to themselves. How they refer to themselves will indicate the pronoun level you can use with them.

Family Relations

Families are very important in Thai culture and play a significant role in the language. Family names serve two purposes: to distinguish the different members of the family (similar in English) and to use as pronouns or titles when addressing someone. It is important to learn the names of the members of the family, as you will often use them when describing how many family members are within your or someone else's family. It is also useful to know family member names so you can understand how members of the Church are related.

Note: Thai people will often refer to close friends as part of their family. Depending on the age difference, they will assign their close friends titles, such as ญาติ ("relative"), พี่สาว ("sister"), and แม่ ("mom"). This is similar to English in describing a person who is "like an older sister to me" or "like my grandpa." It is important to know correct relationships when filling out records for members and investigators.

Royal: คำราชาศัพท์

Royal language is used when communicating with or referring to royalty and any form of religious deity, such as the king, God, or Buddha. You should use royal language as you pray, and you should be prepared to help investigators learn to pray in this way also. Many people you teach will not know how to use this form of communication and will depend on you to teach them the correct way to use it as they pray and read the scriptures. Any time you are talking about God and Jesus Christ, you should use royal language.

Royal			
Thai Pronoun	English Equivalent	Example Sentence	When to Use
ข้าพระองค์	I, me (neutral)	**ข้าพระองค์**ขอบพระทัยพระองค์สำหรับครอบครัวของข้าพระองค์ I thank Thee for my family.	Used to refer to oneself when addressing any one royal or form of deity
ท่าน	you, he, she, him, her (neutral)	ขอบพระทัยพระองค์สำหรับผู้สนใจพวกข้าพระองค์ บราเดอร์เค็ก ขอให้พระองค์ทรงช่วยให้ **ท่าน**พบความจริง We are thankful for our investigator Brother Cake and ask Thee to help him find the truth.	Used to refer to any one person besides the holy person you are addressing
พวกท่าน	they, them (neutral)	โปรดประทานพรแก่สมาชิกที่กรุงเทพฯและช่วย ให้**พวกท่าน**ที่จะรูสึกถึงพระวิญญาณบริสุทธิ์ Please bless the members in Bangkok and help them to feel Thy spirit.	Used to refer to any group of two or more people in a religious setting
พวกข้าพเจ้า	we, us (neutral)	**พวกข้าพระองค์**ขอให้พระองค์โปรดประทาน พรแก่อาหารนี้ We ask Thee to bless this food.	Used to refer to oneself and at least one other person in a religious setting

Royal Nouns

Many of the royal nouns are specific words, but some can be created by adding the prefix พระ- to a word.

Examples: พระบิดา (“father”), พระประสงค์ (“will”), พระบุตร (“son”), พระวรกาย (“body”), พระนาม (“name”), พระผู้ช่วยให้รอด (“Savior”), พระคัมภีร์ (“scriptures”), พระชนม์ชีพ (“life”)

Royal Verbs

When any action is performed by royalty or deity, you can change the verb to a royal verb by simply placing ทรง before it.

For example:

1. พระผู้เป็นเจ้า**ทรง**ส่งพระบุตรของพระองค์มาบนโลกนี้ God sent His son to earth.
2. พระเยซูคริสต์**ทรง**เป็นพระผู้ไถ่ของเรา Jesus Christ is our Redeemer.
3. พระบิดาบนสวรรค์**ทรง**รักลูกๆของพระองค์ Heavenly Father loves His children.

Activities

Personal

Speaking

A. Prepare to bear your testimony in sacrament meeting by learning to introduce yourself. On a piece of paper, write in English a greeting, three to five sentences to introduce yourself, and your testimony, then translate them into Thai. Practice these sentences as if speaking to a congregation, so you can eventually say them without using your paper. Remember to use formal pronouns that are appropriate for speaking in sacrament meeting. Find a member or an investigator to practice your testimony with. Allow him or her to give you corrections and feedback, then practice your sentences again.

B. Practice using royal language in all of your personal prayers. This language shows that you love and respect Heavenly Father. Express gratitude for your blessings, pray for guidance and the help the Holy Ghost, and pray for people by name. Include the following phrases in your prayers:

1. ข้าพระองค์
2. ขอบพระทัยพระองค์
3. ทูลขอพระองค์
4. โปรดประทานพร
5. พระนาม

Listening

C. Listen carefully throughout your day and pay attention to when native speakers use subject pronouns. Why do they use them? Are they feminine, masculine, or neutral? Formal or informal? Write them down in your language notebook. (*Note: Some pronouns are inappropriate for missionaries, so be sure you understand the use of each pronoun before you use it.)

D. In your lessons and interactions with people you meet, listen carefully to common phrases that native speakers use to greet you or introduce themselves. Write down any unfamiliar phrases that you hear, and ask your companion or a member what each means and how to use it.

Reading

E. Read the following scriptures out loud and use a pen to highlight all of the pronouns as you read them. Compare the verses side by side with the English version. On a separate sheet of paper, make a list of the Thai pronouns, with one column listing the pronouns and another column explaining why each pronoun was used in that instance. Check your answers.

Example: Alma 10:8

Pronoun	Explanation
ข้าพเจ้า	Amulek is speaking about himself
เจ้า	Meaning “thou,” the angel is speaking to Amulek
ท่าน	Meaning “him,” the angel is speaking about Alma

1. Moroni 7:34
2. 2 Nephi 31:3
3. Mosiah 2:17

F. Identify whether each pronoun is everyday, formal, or royal. Then write down if it is masculine, feminine, or neutral. Check your answers.

1. เรา
2. ข้าพเจ้า
3. พวกเขา
4. ผม
5. น้อง
6. ดิฉัน
7. ฉัน
8. แม่
9. หนู
10. ท่าน
11. ข้าพระองค์
12. มัน
13. พระองค์
14. คุณ
15. เธอ
16. เขา
17. พ่อ
18. พี่
19. พวกข้าพระองค์

G. Read the sacrament prayers for the bread and water found in Doctrine and Covenants 20:77, 79. Underline all of the words in the royal language that you can find. Identify the common word equivalent for each of those words. For example: พวกข้าพระองค์→ พวกเรา. Check your answers.

Writing

H. Given the following scenarios, identify the correct pronoun that should be used in each, based on gender, status, and age. Write the answers in your language notebook or on a separate sheet of paper. Check your answers, though answers may vary.

Example: How would you refer to the group while praying with four elders and two sisters?

Answer: พวกข้าพระองค์

1. How would a bishop refer to the members of the Relief Society?
2. How would you ask an investigator (a child younger than you) about his or her experience with prayer?
3. How would you refer to yourself in a personal prayer?
4. How would Christ refer to Himself while addressing the Apostles during the Last Supper?
5. How would you address a group of investigators (roughly your parents' age) to help them apply a scripture to their lives?
6. How would a companionship of sisters introduce themselves to a businessman?
7. How would you refer to the prophet during Sunday School?
8. How would you address an older man at church?
9. How would you refer to yourself when speaking with your companion in your apartment?
10. How would you address a street vendor (roughly your age)?
11. How would an older man address a teenage girl?

I. Use your Thai scriptures to identify the correct pronoun for the following people from the Bible and the Book of Mormon. Remember that in Thai we use specific words to indicate older or younger siblings and which side of the family they are on (mother or father's side). Check your answers.

Example: Emma Smith is Joseph Smith's ภรรยา.

1. In Ether 1, the brother of Jared is Jared's _____.
2. In 1 Nephi 16:7, Ishmael is Zoram's _____ and Zoram is Ishmael's _____.
3. In Alma 37, Helaman is Alma's _____.
4. In Luke 1, ญาติของเมรีชื่อว่า _____ ซึ่งเป็นแม่ของ _____ .
5. John the Baptist is Jesus's _____.
6. In Alma 22, the king is Lamoni's _____.
7. In Mosiah 27:34, ลูกชายสี่คนของโมไซยาห์ชื่อว่า _____, _____, _____, _____.
8. Jarom 1:1, พ่อของเจรอมชื่อว่า _____.
9. In 1 Nephi 2:5 and 18:7, ซาไรยาห์เป็นแม่ของ_____, _____, _____, _____, _____, _____ .

Companion

Speaking

J. With your companion, practice extending commitments to an investigator. Invitations can be found in lesson 1 of *Preach My Gospel*. Check the answer key for appropriate pronouns.

1. Invite your investigator แจ๊ค (a young man who is younger than you) to be baptized.
2. Invite ต้อย (a woman roughly the same age as your parents) to pray about the Book of Mormon.
3. Invite แพรว (a teenage girl) to come to church with you.
4. Invite สมชาย (an elderly man) to read the Book of Mormon.
5. Invite a family (with children) you just met to come to church with you.

K. Contact potential investigators. Go through the potential investigator section of your area book. Take turns contacting each name on the list by calling the ones with a phone number. Keep in mind that the age and gender of the person you want to contact may not be written down, so you will need to use a general pronoun that is also polite.

L. Contact former investigators. Go through the former investigator section of your area book and prayerfully select one person. Plan how you will approach this person and what pronoun you should use to show respect. Prepare how you will introduce yourself, and get to know the person. Practice the initial contact with your companion.

M. Practice introducing yourself to your companion as if you were a new investigator, telling him or her about yourself and your family. Take turns being the investigator or the missionary. Be sure to vary the age, gender, and status of the person you are teaching.

Reading

N. Read Alma 14:26 with your companion, highlighting all of the subject pronouns. Compare it side by side with the verse in English. Summarize what is happening in this verse to your companion. Answer these questions together. Check your answers. And then take turns summarizing each verse of this chapter.

1. Who is speaking in this verse?
2. Who is acting in this verse?

Writing

O. Go through the ward or branch member list with your companion and make a list of all the names or pronouns you can use for each person (e.g., พ่อ, แม่, น้อง, ลุง).

Group

Speaking

P. Get to know your district. Take turns introducing yourself in Thai to each of your district members.

Listening

Q. Everyone draws a slip of paper out of a bag with a new identity on it (e.g., old woman, young boy, bishop, missionary, mission president). Each person takes a turn introducing his or her new character by saying three things about him or her. Listen to the clues from each person and try to guess the person's gender and status.

To Be – เป็น, คือ, อยู่

Examples

God **is** our Heavenly Father.	พระผู้เป็นเจ้าทรง**เป็น**พระบิดาบนสวรรค์ของเรา
Families **are** central to God's plan.	ครอบครัว**เป็น**ศูนย์กลางของแผนของพระผู้เป็นเจ้า
Adam **was** the first prophet.	แอดัม**คือ**ศาสดาคนแรก
We can know the Book of Mormon **is** true if we study its teachings.	เรารู้ว่าพระคัมภีร์มอรมอน**เป็น**ความจริงได้หากเราศึกษาคำสอนที่อยู่ในนั้น
We **lived** as spirit children of Heavenly Father before this life.	เรา**อยู่**เป็นลูกทางวิญญาณของพระบิดาบนสวรรค์ก่อนชีวิตนี้

Explanation

In Thai, the verb "to be" is communicated in three different ways, depending on whether you are talking about a state of being (เป็น), giving an explanation (คือ), or talking about a location (อยู่).

เป็น: "to be" (the "is" verb), used when describing a state of being, a title, or a role. When paired with an adjective, this form of "to be" should be accompanied by a classifier or the "to be" verb should be omitted. For example, saying เขาเป็นใจดี ("she is kind") in Thai as a direct translation would be incorrect. The two ways you could say "she is kind" in Thai are เขาเป็นคนใจดี ("she is a kind person") and เขาใจดี ("she kind").

I **am** missionary.	ผม**เป็น**ผู้สอนศาสนา
He **is** the bishop at the Church.	เขา**เป็น**อธิการที่โบสถ์
The Book of Mormon **is** true.	พระคัมภีร์มอรมอน**เป็น**ความจริง
They **are** the pioneers in their family.	พวกเขา**เป็น**ผู้บุกเบิกในครอบครัวของพวกเขา

คือ: "to be," used when giving an explanation or definition

The purpose of this life **is** to prepare to meet God.	จุดประสงค์ของชีวิตนี้**คือ**การเตรียมพร้อมที่จะพบกับพระเจ้า
Faith **is** the first principle of the gospel of Jesus Christ.	ศรัทธา**คือ**หลักธรรมแรกของพระกิตติคุณของพระเยซูคริสต์
The Book of Mormon **is** another testament of Jesus Christ.	พระคัมภีร์มอรมอน**คือ**พยานหลักฐานอีกเล่มหนึ่งของพระเยซูคริสต์
In the words of Joseph Smith, this **is** what happened.	ในคำพูดของโจเซฟสมิธนี่**คือ**สิ่งที่เกิดขึ้น

อยู่: "to be," used to refer to location or what/how you are doing at that moment

While I was **at** the church, an investigator came inside.	ในขณะที่ผม**อยู่**ที่โบสถ์ ผู้สนใจก็เข้ามา
There **is** a living prophet on the earth today.	มีศาสดาพยากรณ์ที่มีชีวิต**อยู่**บนโลกในปัจจุบันนี้
We **are** at the church.	เรา**อยู่**ที่โบสถ์
In the celestial kingdom we will **live** in the presence of God.	ในอาณาจักรซีเลสเชียลเรา**อยู่**ในที่ประทับของพระผู้เป็นเจ้า

Pattern Practice

Subject	"to be" Verb	Noun	
เรา *We*	**เป็น** *are*	**ลูกของพระผู้เป็นเจ้า** *children of God*	**ค่ะ/ครับ** *(polite word)*
เรา *We*	**เป็น** *is (state of being, title or role)*	**ใคร** *who?*	**ค่ะ/ครับ** *(polite word)*
พระผู้เป็นเจ้า *God*		**ลูกของพระผู้เป็นเจ้า** *children of God*	
พระบิดาบนสวรรค์ *Heavenly Father*		**พระบิดาบนสวรรค์ของเรา** *our Father in Heaven*	
พระเยซูคริสต์ *Jesus Christ*		**องค์ที่ดีพร้อม** *a perfect being*	
จุดประสงค์ของชีวิตนี้ *The purpose of this life*	**คือ** *is (explanation, definition)*	**อะไร** *what?*	
แผนของพระผู้เป็นเจ้า *God's plan*		**เตรียมพบพระผู้เป็นเจ้า** *to prepare to meet God*	
พระคัมภีร์มอรมอน *The Book of Mormon*		**คำสอนของพระผู้เป็นเจ้า** *God's teachings*	
	อยู่ *is (location)*	**ที่ไหน** *where?*	
		บนสวรรค์ *on Heaven*	
		ในพระคัมภีร์มอรมอน *in the Book of Mormon*	

Activities

Personal

Speaking

A. Imagine you are talking to a woman on the street while you are out contacting. The woman asks you, "Who is God? What is He like?" Practice how you would explain God's attributes and characteristics to this woman. Come up with 10 sentences that use the "to be" verb to do this. Practice saying them out loud.

Listening

B. Throughout one day, write down 20 sentences in which you hear a native speaker use a form of a "to be" verb. During language study the next day, examine how the native used each form. Record in a notebook the patterns that you see.

Reading

C. Read the first three paragraphs in the section of "Your Commission to Teach the Restored Gospel of Jesus Christ" in chapter 1 of *Preach My Gospel.* Underline each use of a "to be" verb as you read. Go back and reread, out loud, each sentence with an underlined word. Ask yourself why each sentence used that particular form of a "to be" verb. Identify the usage situation of each "to be" verb.

D. Read the first three paragraphs from the introduction to the Book of Mormon. Underline each form of a verb "to be." Focus on why each form is used. Then practice what you would say to introduce the Book of Mormon to a new investigator, explaining to him or her what the book is and where it came from.

Writing

E. The following is a list of sentences in English using a "to be" verb. Write the translation for the sentences below, using the appropriate form of "to be." Keep in mind that some of the sentences in Thai do not need a "to be" verb to make sense, such as the example given below. Check your answers.

Example 1: President is calling. ประธานโทรมา

Example 2: I am a child of God. ฉันเป็นลูกของพระผู้เป็นเจ้า

1. I am Thai.
2. My companion is tall.
3. The Book of Mormon is another testament of Jesus Christ.
4. That man is the branch president.
5. My shirt is white.
6. The hymnbook is in my room.
7. The priesthood is the power of God.
8. The investigators are in the chapel.

9. The Church of Jesus Christ of Latter-day Saints is the only true Church on the earth today.
10. Jesus Christ is our Brother.
11. Today is Sunday.
12. It is raining.
13. It is nice to meet you.
14. Jesus Christ is alive today.
15. It is time to go.
16. My name is Sister Smith.
17. Being a missionary is hard work.
18. How was church?
19. He is so happy to become a member of the Church.
20. This is my companion.

Companion

Speaking

F. Explain the roles of the following Book of Mormon prophets to each other. Talk about who they were, what they did, and why they were significant. Be conscious of your use of the different forms of "to be." Help correct each other as needed.

1. Lehi
2. Nephi, son of Lehi
3. Jacob
4. King Benjamin
5. Mosiah
6. Abinadi
7. Alma the Younger
8. Samuel the Lamanite
9. The brother of Jared
10. Ether
11. Mormon
12. Moroni

G. Go through your area book with each other. Talk to each other in Thai about what each person you teach does for a living. Use the เป็น verb as appropriate. As you talk about what their jobs are, discuss in Thai their needs, as well as how you can better adjust your teaching to them and their day-to-day lives.

H. Use the verb อยู่ to describe location, or where and how to get somewhere. Explain where the church is or where your investigators' houses are, using the word อยู่. Practice this activity in each new area you go to.

Listening

I. Practice teaching using "to be" verbs. Your companion will pretend to be one of your current investigators. Have your companion tell you about his or her current feelings about Christianity and questions about what his or her personal relationship with Christ really is. Listen carefully to these concerns. Practice how you would respond to the concerns and needs of that investigator.

J. Ask a native speaker when he or she would use เป็น, คือ, and อยู่. Identify which situations he or she tells you about when to use those words, and record what you learn in a notebook. Try to explain this principle to your companion, then write down five sentences for each form of a "to be" verb, basing them on the situations which the native speaker described. The next time you see the native speaker, ask him or her to review the sentences you wrote down.

Reading

K. Read 1 Nephi 17:22 together. Notice how the verse refers to the people of Jerusalem as เป็นคนชอบธรรม, then discuss with your companion why the verb เป็น is used. See explanation in the answer key.

Writing

L. Your companion will read you one of the sentences in English; you then decide whether you would use เป็น, คือ, or อยู่ for each of those sentences. Write down your answer and then check your answers. Then your companion has to translate the sentence. Switch roles every three sentences.

1. This is a lovely home.
2. Who is that?
3. What is that?
4. Elder Smith is the district leader.
5. He is my brother.
6. God is our Heavenly Father.
7. They are those who will go to the celestial kingdom.
8. We are on earth to learn.
9. What is the gospel?
10. Are you a missionary?
11. The Light of Christ is in our hearts.
12. Having faith is a good way for us to live life.
13. Prayer is the way we communicate with God.
14. Jesus Christ is our Savior.
15. Prophets are representatives of Christ.
16. Tithing is a commandment of God.
17. It is good to say amen at the end of a prayer.

Group

Speaking

M. Scenario: You and your companion are contacting on the street on your way to your next appointment. As you are talking to people, you meet a man that is around 25 years old who seems really interested to talk to you. As you are talking and getting to know him, he asks you who God is and what you believe the purpose of this life is.

As a group come up with 10 sentences that use a "to be" verb. Have one member of your district take the role of the man. Choose one missionary to demonstrate explaining who God is and how the Book of Mormon can help the man come to know Him for himself. When you are finished, discuss as a group what went well and what needs to be improved. Then, with your companion, practice the scenario again. Have one missionary take the role of the man and the other the role of the missionary. Once finished, switch roles and do it again.

N. You and your companion are meeting with a former investigator who stopped learning with the missionaries because he didn't understand the importance of your religion. As you are sitting with him, you notice a Book of Mormon sitting on the table and decide to bear testimony of the Book of Mormon and its importance.

With your companion, practice explaining what the Book of Mormon is and why it's important. Have one missionary from your district take the role of the former investigator. Take turns teaching the investigator for about five minutes each.

O. Go around the room, taking turns coming up with sentences about the law of chastity that use the verb "to be." Try coming up with as many as possible in five minutes without repeating another person's sentence. Then practice teaching the law of chastity to your companion.

Writing

P. Have each missionary write down six sentences on a piece of paper to describe six different things about themselves. Write two sentences using the verb เป็น, two using คือ, and two using อยู่. Don't write your name on the paper. Have the district leader collect the pieces of paper and read aloud each person's sentences one by one. Have the group try to guess whose paper belongs to whom.

Questions: Who & What

Examples

What is the source of your concern?	ข้อกังวลของคุณมีสาเหตุจาก**อะไร**
What did you read in the Book of Mormon?	คุณได้อ่าน**อะไร**บ้างในพระคัมภีร์มอรมอนครับ (คะ)
What are you studying?	เรียน**อะไร**อยู่ครับ (คะ)
Who else can we invite to come to church?	มี**คน**อื่นที่เราจะเชิญให้มาโบสถ์ได้ไหมครับ (คะ)
Who else can we invite to hear our message?	มี**คน**อื่นที่เราจะเชิญให้ฟังข่าวสารของเราได้ไหมครับ (คะ)

Explanation

In English, when asking a question about who is involved in a situation, the word “who” is always at the beginning. In Thai, however, depending on the context of the question, the word ใคร (“who”) will either be at the beginning or the end of the sentence.

ใคร is used at the beginning of a sentence when it is the subject of the sentence.

ใคร + subject + verb + object

ใคร is used at the end of the sentence if it is not the subject but is the direct or indirect object.

subject + verb + object + ใคร

There are many different ways to phrase questions that have the word “who.” Listen to the way natives ask questions with the word “who” and you will quickly learn the different ways to use it. Below is a table of common questions that include the word “who.” The left column is the question being asked in English, the middle column is the literal/direct translation of what is being Thai, and the column on the right is the question in Thai.

Question in English	Direct Thai to English Translation	Question in Thai
Who?	Who?	ใคร?
Who are you?	You are who?	คุณเป็นใคร?
Whom are you closest to in your family?	Who is the person that you close to the most in family of yours?	ใครเป็นคนที่คุณสนิทที่สุดในครอบครัวของคุณ?
Who is your favorite prophet in the Book of Mormon?	Who is the prophet favorite of yours in the Book of Mormon?	ใครเป็นศาสดาคนโปรดของคุณในพระคัมภีร์มอรมอน?
Who in your family wants to learn about the gospel?	Who in family of yours wants to learn about the gospel?	ใครในครอบครัวของคุณอยากเรียนรู้ เกี่ยวกับพระกิตติคุณ?
Whom are you going with?	You will go with whom?	คุณจะไปกับใคร?
Who is going with you?	Who will go with you?	ใครจะไปกับคุณ?

Question in English	Direct Thai to English Translation	Question in Thai
Whom will you give a Book of Mormon to?	You will give a Book of Mormon to whom?	คุณจะให้พระคัมภีร์มอรมอนกับใคร?
Who taught you the gospel?	Who taught the gospel to you?	ใครสอนพระกิตติคุณให้คุณ?
Who do you want to baptize you?	You want who to baptize you?	คุณอยากให้ใครบัพติศมาให้คุณ?
Whose house are you going to?	You will go to home of whom?	คุณจะไปที่บ้านของใคร?
Who is the prophet?	The prophet is who?	ศาสดาพยากรณ์คือใคร?

When asking a question in English, “what” will always be placed at the beginning of a sentence. In Thai, it is the exact opposite. The word “what” will almost always come last.

subject + verb + object + อะไร

Below is a table of common questions that include the word “who.” The left column is the question being asked in English, the middle column is the literal/direct translation of what is being said in Thai, and the column on the right is the question in Thai.

Question in English	Direct Thai to English Translation	Question in Thai
What?	What?	อะไร
What is your name?	You name is what?	คุณชื่ออะไร?
What are you doing?	You are doing what?	คุณทำอะไร?
What do you need?	You need what?	คุณต้องการอะไร?
What is the reason you changed your mind?	The reason that made you change your mind is what?	เหตุผลที่ทำให้คุณเปลี่ยนใจคืออะไร?
What kind of things do you pray for?	You pray for things what kind?	คุณสวดอ้อนวอนสำหรับอะไรบ้าง?
What did the Savior come to earth to do?	The Savior came to the earth to do what?	พระผู้ช่วยให้รอดมาบนโลกเพื่อที่จะทำอะไร?
What do you understand from this verse?	You understand what from this verse?	คุณเข้าใจอะไรจากข้อนี้?

Activities

Personal

Speaking

A. Practice asking for a referral out loud. Remember that your goal is to help the investigator or member feel a desire to direct you to one of his or her friends, relatives, or neighbors, so ensure that your words are encouraging, motivating, and comforting.

B. Think about one of the lessons that you will be teaching today. Brainstorm all of the "what" questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the gospel, some "what" questions might be "What are scriptures?" "What is the priesthood?" and "What will you be teaching me about today?" Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.

Listening

C. Watch "The Restoration" in Thai. Write down all the questions you hear on a separate sheet of paper. Write out 10 of your own questions that you would like to ask your investigators about Joseph Smith's experience, using the ones in this lesson as models. Practice asking these questions when you are teaching the first lesson.

Reading

D. Read through the questions in *Preach My Gospe*l at the beginning of Chapter 1: What is My Purpose as a Missionary? Underline all of the "what" questions. Try to think of a response to each question in Thai.

Writing

E. The following is a list of statements that answer "who" questions. Change each sentence into the question that likely prompted that response (a question that asks "who"). Check your answers.

Example: I know that the Book of Mormon is true. →

Answer: ใครรู้ว่าพระคัมภีร์มอรมอนเป็นความจริง?

1. Bishop has the keys to open the church.
2. I read the last verse.
3. Jack will be baptized next week.
4. The elders taught Brother Boss.
5. I want the bishop to baptize me.
6. Jesus Christ performed the Atonement for you.
7. Heavenly Father sent His Son to the earth.
8. Russell M. Nelson is the prophet.
9. We could meet James at three o'clock.
10. These are John's scriptures.

F. Translate the following "what" questions. Check your answers.

For example: What are you doing? → คุณทำอะไร?

1. What is faith?
2. What do you understand of the Word of Wisdom?
3. What is this?
4. What do you hope to get from meeting with us?
5. What can we do to improve our service next week?
6. What verse stood out to you in that passage?
7. What did you say?
8. What religion do you follow?
9. What is your favorite Thai food?
10. What does this mean to you?

Companion

Speaking

G. Use "who" questions to quiz each other over the area book. Each of you takes a turn asking the other about a record in the area book. The other person has to respond by describing that person and his or her current status. This activity should help you review the concept of asking "who" as well as learn your area book better. Repeat this activity in every new area you transfer to.

H. Ask questions to check your investigator's understanding. Look at the examples of effective questions found in *Preach My Gospel* chapter 10, under "Ask Questions." Prepare to teach the lessons you have prepared today by writing down your own list of five effective "what" and "who" questions to ask your investigators in your lessons today. If you are meeting with someone for the first time, you may consider asking some get-to-know-you questions.

I. Think about one of the lessons that you will be teaching today. Make a list of "what" and "who" questions to ask your investigator in the lesson. For example, if you are teaching about the Restoration of the gospel, a "what" question might be "What do you understand about the role of prophets?" Practice these with your companion, and answer them as if you were the investigator.

Listening

J. Seek to understand concerns by asking questions and listening. Choose one of the commitment invitations you extend when you teach the lessons. Identify different concerns which might keep someone from accepting or keeping that commitment. Have each companion take turns being the investigator while the other companion asks questions to learn more about the investigator's concern. Think about one of the investigators you are teaching that is not progressing. What concerns might he or she have? Practice asking questions that will best help that person resolve those concerns.

K. Watch "Finding Faith in Christ" in Thai. Write down all the "who" and "what" questions you hear on a piece of paper. Pause and rewind the video as many times as you need to understand the correct use of these question words.

Reading

L. Determine what your investigator believes about God. Study the following scripture passages in the Thai Book of Mormon that give examples of Ammon and Aaron teaching people who didn't have a Christian background. Underline some of the questions they asked in the verses. Discuss with your companion some ways you can help people who do not have a Christian background to understand the nature of God. Role-play with your companion, asking some of the questions you come up with, then switch roles.

1. Alma 18:24–35
2. Alma 22:4–23

Writing

M. Make a list of people from whom you have not asked for referrals yet. Practice how you will extend a referral invitation to those in each group, including members, investigators, and other people you meet. Make a note in your planner to extend these invitations in each of your visits.

Group

Speaking

N. Plan with your district and local leaders to hold a member fireside to which they can bring their friends or in which you can teach the gospel and ask for referrals.

O. Invite the missionaries in your district to practice contacting a referral.

Listening

P. Divide up into companionships. Have each person take turns being a member or investigator, and let each companion take turns asking him or her for a referral. In each question, listen for which word the missionary uses to mean "who." Then find someone to practice with that isn't your companion and repeat the activity.

Pa ว่า

Examples

They told Joseph that none of the churches were true.	ทั้งสองพระองค์ทรงบอกโจเซฟ**ว่า**ไม่มีศาสนาจักรใดเป็นศาสนาจักรที่แท้จริง
The Book of Mormon is convincing evidence that Joseph Smith was a prophet.	พระคัมภีร์มอรมอนคือหลักฐานที่ทำให้เชื่อมั่นได้**ว่า**โจเซฟ สมิธคือศาสดา
When we pray we can ask to know that it is true.	เมื่อเราสวดอ้อนวอนเราอาจทูลขอที่จะรู้**ว่า**เรื่องนี้จริง
This plan is called the plan of salvation.	แผนนี้เรียก**ว่า**แผนแห่งความรอด
Through baptism we promise to keep His commandments.	โดยบัพติศมาเราสัญญา**ว่า**จะรักษาพระบัญญัติของพระองค์

Explanation

ว่า is interpreted as “the following” or “that.” It acts as a verbal colon (:) preceding the explanation of the verb. For example, the sentence “I know that Joseph Smith was a prophet” would be translated in Thai as ผมรู้ว่าโจเซฟสมิธเป็นศาสดาพยากรณ์ (“I know [the following/that]: Joseph Smith was a prophet”).

I know that the gospel of Jesus Christ is true.	ฉัน**รู้ว่า**พระกิตติคุณของพระเยซูคริสต์เป็นความจริง
Through the Atonement I feel like I can have hope.	โดยผ่านการชดใช้ฉัน**รู้สึกว่า**ฉันสามารถ มีความหวังได้
She had faith that she would be healed.	เธอ**มีศรัทธาว่า**เธอจะได้รับการรักษา
I think God knows us well.	ฉัน**คิดว่า**พระเจ้ารู้จักเราดี
I hope they will come to church.	ฉัน**หวังว่า**พวกเขาจะมาโบสถ์
We know that through keeping the commandments we can have peace.	เรา**รู้ว่า**โดยผ่านการรักษาพระบัญญัติ เราสามารถมีสันติได้

Pattern Practice

Subject		Verb	(Question Word)	ว่า	Noun	Verb Phrase
ผม *I*		**รู้** *know*	**(ไหม?)** *yes or no?*	**ว่า** *the following . . .*	**พระผู้เป็นเจ้า ทรง** *God*	**รักเรา** *loves us*
ผม *I (m)*		**รู้** *know*	**(ไหม?)** *(yes or no?)*	**ว่า** *the following . . .*	**พระคัมภีร์มอรมอน** *the Book of Mormon*	**เป็นความจริง** *is true*
ซิสเตอร์ *I (f)*	**(ไม่)** *(don't)*	**รู้สึก** *feel*			**โจเซฟ สมิธ** *Joseph Smith*	**รักเรา** *loves us*
พี่ *You (older)*	(negative answer)	**เชื่อ** *believe*			**พระผู้เป็นเจ้า ทรง** *God*	**มีชีวิตอยู่** *lives*
คุณ *You (same age)*		**แน่ใจ** *sure*			**พระเยซูคริสต์ ทรง** *Jesus Christ*	**แปลพระคัมภีร์มอรมอน** *translated the Book of Mormon*
		บอก *tell*			**ศาสนาจักรนี้** *this church*	**เป็นศาสดาพยากรณ์ของพระผู้เป็นเจ้า** *is/was a prophet of God*
เขา *He/she*		**พูด** *speak*			**รัสเซลล์ เอ็ม. เนลสัน** *Russell M. Nelson*	**เห็นพระผู้เป็นเจ้า และ พระเยซูคริสต์** *saw God and Jesus Christ*
		คิด *to think*				**เป็นศาสนจักรที่แท่จริง** *is the true church*

เพราะ *because*	**ว่า** *the following...*	**ผม** *I (m)*	**อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon*
		ซิสเตอร์ *I (f)*	**สวดอ้อนวอน** *prayed*
			รู้สึกถึงพระวิญญาณบริสุทธิ์ *felt the Holy Ghost*
			ทำตามพระบัญญัติ *follow the commandments*

Activities

Personal

Speaking

A. Bear your testimony of what you know about the Book of Mormon and the Prophet Joseph Smith. Choose one of your investigators to whom you plan to teach the lesson of the Restoration. Come up with 5–10 phrases that use the word ว่า that you think will help this investigator, then practice saying them to a member. Ask him or her to give you feedback on your use of ว่า.

Listening

B. In fast and testimony meeting, pay attention to the phrases that members use with ว่า. Write some of them down in your language notebook, and practice using them in your teaching.

Reading

C. Read the box titled ศาสดาพยากรณ์ in chapter 3, lesson 1 of *Preach My Gospel*, and look for the uses of ว่า. For each usage, write down the verb followed by ว่า and the description. Check your answers.

D. Read 1 Nephi 5:1–7 while underlining all the uses of ว่า. Notice the way Lehi bears testimony to his wife, Sariah. Think about how you can use ว่า to bear testimony to people.

E. Read all of the baptismal interview questions out loud. Pay attention to how ว่า is used in these questions. Think about possible follow-up questions you could ask that also use ว่า.

Writing

F. On a separate sheet of paper, write whether ว่า would be used when translating each sentence. If it would be used in the sentence, then write out the sentence in Thai and place ว่า in the correct spot. Check your answers.

1. God has a plan that will make us happy.
2. I feel that paying tithing is important.
3. We are here to learn and grow so that we can return to God.
4. Enos knew that God forgave him.
5. I know that God lives.
6. The Book of Mormon contains the gospel, which is the path that helps us come closer to God.
7. God knows that you can do it.
8. It is called the Book of Mormon.
9. I believe that God knows us.
10. The Book of Mormon proves that Joseph Smith was a prophet of God.

G. Read Alma 5:48. What use of ว่า does this verse illustrate? Check your answer. Write in Thai a list of 5–10 things you know are true. Find scriptures to go along with each item on your list. Example: ผม (ซิสเตอร์) รู้ว่าพระเยซูคริสต์ชดใช้บาปของเรา. → Alma 7:11. Choose a few of your examples with the scripture and share them today while you work. Check your answers.

Companion

Speaking

H. Memorize 1 Nephi 3:7. As you memorize this scripture, pay attention to how ว่า is used. Write some sentences—which also use ว่า—that will help you use this scripture to teach the importance of following God's commandments. Example: I know that God will help you keep the Word of Wisdom and quit smoking. Think of an investigator that could benefit from this scripture, and practice teaching your companion as if he or she were that investigator.

I. Look up which people you will be teaching today and what lessons you will teach. Taking turns with your companion, practice giving brief statements of testimony that your investigators need to hear.

J. Prayerfully look through the former investigator records in your area book and choose one that you will contact. Prior to visiting the person, discuss his or her needs with your companion and prepare a short lesson that you think will help him or her. Include meaningful questions that will help you determine the person's interest in learning the gospel. As you teach this lesson, focus on bearing your testimony and correctly using ว่า. Example: Do you feel that there is a God that loves you?

Listening

K. Ask and answer the following questions with your companion. Focus on correctly using ว่า. Example: Q: ศาสนาจักของพระเจ้าเรียกว่าอะไร?

A: ศาสนาจักของพระเจ้าเรียกว่าศาสนาจักของพระเยซูคริสต์แห่งวิสุทธิชนยุคสุดท้าย

1. คุณคิดว่าพระเจ้าต้องการให้เราทำอะไร?
2. คุณคิดว่าการละทิ้งความเชื่อคืออะไร?
3. คุณรู้ไหมว่าโจเซฟ สมิธเป็นศาสดา?
4. พระบัญญัติสิบประการบอกว่าอะไรบ้าง?

L. Identify a recent convert that you can visit today. In that visit, ask the recent convert to share his or her testimony of a particular doctrinal point that he or she feels strongly about. Pay attention to when the convert uses ว่า. Follow their same pattern as you share your testimony in return.

Reading

M. Read the last two paragraphs of the introduction to the Book of Mormon, underlining all the uses of ว่า. Talk with your companion about why each one is used, and make a plan to use this passage to teach one of your investigators about the Book of Mormon. Then bear your testimony of the Restoration.

Writing

N. Review the baptismal interview questions together, reading through each one slowly. Write down a list of follow-up questions that you could ask your investigator to get a sense of his or her testimony of each topic. Practice interviewing your companion as if he or she were one of your investigators preparing for baptism. Repeat this activity frequently for each of your investigators.

Group

Speaking

O. Practice promising blessings to your investigator. Pair up with a new companion and take turns teaching a commandment from lesson 4, "The Commandments." Then promise blessings to your investigator using the word ว่า.

P. Scenario: You and your companion are teaching an investigator named สมศักดิ์ for the first time, and you are sharing the message of the Restoration. สมศักดิ์ has grown up Buddhist his whole life, but he wonders if there is really a God. As you teach him, he is skeptical that Joseph Smith really saw God and Jesus Christ and that he translated the Book of Mormon.
Practice with a companion, having one missionary take the role of สมศักดิ์ and the other of the missionary. As the missionary, help สมศักดิ์ feel the Holy Ghost and the truth of your message by bearing your testimony about Joseph Smith. After you are finished, switch roles and do it again.

Q. Additional scenario: You and your companion have been teaching สมศักดิ์ for a couple of weeks now, but he hasn't been keeping his commitments. You and your companion feel like he has a concern, but you are unsure what it is. Ask สมศักดิ์ questions to find out what his concern is, and then help resolve his concern by bearing your testimony to him.

Listening

R. Take a few minutes to let every member of your district bear their testimony. Listen closely to phrases that other missionaries use with ว่า. If they use it incorrectly, do not correct them in the moment, but review afterwards how they can use it better.

Writing

S. Write on the board a list of English sentences that contain the word "that." Have each missionary take turns reading a sentence and determining whether or not ว่า would be used in that sentence. If it would be used in that sentence, have the missionary translate that sentence into Thai. If it wouldn't be used in that sentence, have the missionary explain why not and then translate the sentence using the correct translation of "that." Give each missionary a chance to do this exercise.

T. On the whiteboard, brainstorm a list of words that come before ว่า, such as คิดว่า and รู้ว่า. Have each person in your district write one phrase or sentence to go with each of the words.

Negation ไม่, ผิด, เสีย, เปล่า

Examples

Without the Atonement of Jesus Christ we **cannot** be forgiven.	ปราศจากการชดใช้ของพระเยซูคริสต์เราจะรับอภัยบาป**ไม่ได้**
Disobedience brings us sorrow.	การ**ไม่เชื่อฟัง**นำความเศร้าโศกมาสู่เรา
Fasting means going **without** food and drink for a period of time.	การอดอาหารหมายถึง**ไม่กิน**อาหารและไม่ดื่มชั่วเวลาหนึ่ง
They told Joseph that **none** of the churches were true.	ทั้งสองพระองค์ทรงบอกโจเซฟว่า**ไม่มี**ศาสนาจักรใดเป็นศาสนาจักรที่แท้จริง
Our physical bodies are **imperfect.**	ร่างกายของเรา**ไม่ดี**พร้อม

Explanation

ไม่: To make a sentence negative in Thai, place the word ไม่ in front of the verb or adjective. This word typically means "no" by itself, but depending on the word that comes after, ไม่ will change its meaning to words such as "don't," "can't," "none," "not," and "never."

Below are some examples of words that when paired with the word ไม่ the negation is equivalent to the English words "don't," "can't," and "not."

CAN'T: หาไม่เจอ ("can't find"), นอนไม่หลับ ("can't sleep"), คิดไม่ออก ("can't think"), ทำไม่ได้ ("can't do it"), จำไม่ได้ ("can't/don't remember")

Grammar: verb + ไม่ + verb

DON'T: ไม่รู้ ("don't know"), ไม่ชอบ ("don't like"), ไม่เอา ("don't want"), *ไม่มี ("don't have")

Grammar: ไม่ + verb

Note: ไม่มี can also mean "isn't" or "aren't" when followed by a noun. For example, ไม่มีใคร translates to "there isn't anyone."

NOT: ไม่ใช่ ("not correct"), ไม่จำเป็น ("not necessary"), ไม่เหมาะสม ("not appropriate"), ไม่สนใจ ("not interested"), ไม่อร่อย ("not delicious"), ไม่สวย ("not pretty"), ไม่ดี ("not good"), ไม่เกี่ยว ("not pertaining to"), ไม่แน่ใจ ("not sure")

Grammar: ไม่ + adjective

English Phrase	Literal Thai Translation	Thai Phrase
I don't know.	No know.	ฉันไม่รู้
I can't do it.	Do no can.	ผมทำไม่ได้
Does not taste good.	No delicious.	ไม่อร่อย

Other Negation Words

ผิด: Means “wrong”; can pair with many words to give an opposite meaning or address the action or object as wrong/negative. For example: ผิดปกติ (“abnormal”), ผิดหวัง (“disappointed”), ผิดกฎ (“against the rules”), พูดผิด (“said the wrong thing”), ทำผิด (“make a mistake”), เข้าใจผิด (“misunderstand”)

Example: เมื่อเราทำผิด เราสามารถได้รับการให้อภัยได้

(“When we make a mistake we can be forgiven.”)

เสีย: Means “broken”; can pair with many words to give the word opposite meaning or address the action or object as broken/negative. For example: เสียใจ (“sad”), ท้องเสีย (“broken stomach” = diarrhea), อารมณ์เสีย (“bad mood”), เสียเงิน (“waste money”), เสียดาย (“pity”), เสียชีวิต (“die”), ข้อเสีย (“cons”), รถเสีย (“broken down car”)

Example: เราสามารถอยู่กับครอบครัวของเราหลังจากที่เราเสียชีวิต

(“We can be with our families after we die.”)

เปล่า: Means “no/none” (less common); by itself, this word is usually a negative response that contradicts the assumption of a question. This word can also be used with scriptural language, such as เปลือยเปล่า (scriptural word for “naked”) or เปล่าประโยชน์ (scriptural word for “in vain”).

Examples:

1. Question: เด็กคนนั้นเป็นลูกสาวของคุณหรือ?

Response: เปล่า ไม่ได้เป็น; (Q: “That little girl is your daughter?” R: “No. She’s not.”)

2. “เพื่อห่อหุ้มคนเปลือยเปล่า, และเลี้ยงคนหิวโหย”

(“To clothe the naked, and to feed the hungry” [Jacob 2:19].)

Negative Commands

To command someone to not do something, or to prohibit someone from doing something, place the word(s) ห้าม and อย่า in front of the verb. These types of commands are more forceful and are usually used with a stronger tone.

ห้าม: Means “to forbid/to prohibit”; this word is often used for physical actions that are restricted. It is interchangeable with อย่า in many situations, but it literally means “to forbid,” so it sometimes sound harsher than อย่า, which simply means “do not.”

Examples: “เจ้าจงประชุมกันบ่อยๆ;และเจ้าจะไม่ห้ามผู้ใดจากการเข้ามาหาเจ้า เมื่อเจ้าจะประชุมกัน, แต่จงปล่อยพวกเขาให้เข้ามาหาเจ้าและไม่ห้ามพวกเขา (“Ye shall meet together oft; and ye shall not forbid any man from coming unto you when ye shall meet together, but suffer them that they may come unto you and forbid them not” [3 Nephi 18:22].)

อย่า: Means “don’t” (command); อย่าทำ (don’t do that), อย่ากลัว (don’t be afraid), อย่ายอมแพ้ (don’t give up)

Example: “อย่าทำแบบนั้นนะ” (A mom scolding her child: “Don’t do that!”)

Activities

Personal

Speaking

A. Think about one of the commandments that you will be teaching in a lesson today. Brainstorm phrases that you may use that have a form of negation. For example, if you are teaching about the Word of Wisdom, a negation statement might be "Don't drink alcohol" or "We should not use any substance that contains illegal drugs or harmful and addictive substances." Practice saying those phrases out loud, then practice them with a member or native speaker.

Listening

B. Throughout the day listen for examples of negation. On a piece of paper, write them down in two columns, one for examples of a positive connotation and one for examples of a negative connotation. Also, make a note of what negation word was used. For example, if your companion says to you, "Don't forget to lock the door," that would be considered a positive use of อย่า because your companion is helping you remember to lock the door. But if a member says to you, "I don't like reading the scriptures," that would be a negative statement using ไม่.

Reading

C. Read the third paragraph from the section in chapter 3, lesson 3 of *Preach My Gospel* called "เราสะอาดจากบาปได้โดยผ่านพระคริสต์". Underline each example of negation (ไม่).
Read the scripture references listed at the end of this paragraph. Find the negation words in each scripture and copy down the phrase on a separate sheet of paper. Note any differences in sentence structure. Check your answers.

Writing

D. In your language notebook or on a separate sheet of paper, change the following sentences into their negative form. The first five are given to you in Thai, and the rest you will need to translate on your own. Check your answers.
Example: I want to go to the market. → ผมไม่อยากไปตลาด
1. ฉันได้อ่านในพระคำภีร์มอรมอน
2. ผมชอบกินอาหารไทย
3. ซิสเตอร์บันจักรยานเป็น
4. ผมมีรูปของพระเยซูคริสต์
5. เราลืมเขียนบันถึกประจำวัน
6. We believe in Jesus Christ.
7. We receive blessings when we disobey God's commandments.
8. People who don't have the priesthood have the authority to baptize.
9. The Holy Ghost speaks to us with a loud voice.
10. Enduring to the end is easy.

E. Read the section called "การเชื่อฟัง" in chapter 3, lesson 4 of *Preach My Gospel* in Thai. In your language notebook, write down a list of rules your parents or teachers gave you when you were growing up. Think of 10 examples using อย่า, ห้าม, and ไม่.

Companion

Speaking

F. Create a lesson plan for the Word of Wisdom that you can use with one of your current investigators. Include sentences that use negation, like เราไม่ดื่มชา. Include a scripture that teaches that doctrine and uses negation as well—for example: Doctrine and Covenants 89:18–20. Practice teaching the lesson to your companion, then give each other feedback.
Practice this lesson with a member or native to get feedback about using negation.

G. Read together the section called "ชายหญิงอยู่ด้วยกัน" in "ดำเนินชีวิตตามกฎพรหมจรรย์" of chapter 3, lesson 4 in Thai *Preach My Gospel*. Imagine that you are teaching a couple that want to be baptized, but they live together. Explain the law of chastity to them, and promise blessings for keeping this commandment. Remember to focus on using words that show negation. Practice teaching your companion, then switch roles.

H. Scenario: A 19-year-old investigator says he cannot believe in God without receiving a sign. Read Mormon 9:15–19 and Alma 32:21 in the Thai Book of Mormon. Underline every example of negation you can find in these verses. Then, practice teaching the investigator, using some phrases from these verses to explain how he can have faith and why miracles cease to happen. Let one person take the role of the investigator and the other the role of the missionary.

Listening

I. Read the Ten Commandments from Mosiah 13 with a member or an investigator. After each verse ask the native to rephrase the commandment in his or her own words. Write down in your language notebook the phrases the native says for commandments like "Thou shalt not . . ." Ask questions to learn the correct use of ไม่ and อย่า.

J. Read the section titled "ห้ามมีพระผู้เป็นเจ้าอื่น" in "รักษาพระบัญญัติสิบประการ" of chapter 3, lesson 4 of the Thai *Preach My Gospel*. Ask a member or another native speaker to explain to you what he or she believes about God. Explain to the native that you are learning how to use negation words like ห้าม and ไม่. Then, ask the native to share with you what it means to believe in only one God.

Reading

K. The following scriptures contain examples of negation. On another piece of paper, write down the phrases that use negation in these verses. Check your answers. Write out some sentences that will help you share these passages with one of your investigators, and practice them with your companion.
   1. Hebrews 5:4
   2. 2 Nephi 11:7
   3. 2 Nephi 2:13

L. Study the gospel of Jesus Christ together in 2 Nephi 31. Pay attention to all of the uses of negation in verses 19–21. When you have finished reading, discuss ways to use these verses to explain the doctrine of Christ to an investigator or a less-active member.

Writing

M. In your language notebook or a separate sheet of paper, write down habits that you and your companion want to change. For example: “I won’t be late to any appointments.” Use negation in writing your goals. Discuss how you will accomplish these goals together, and work on them throughout the week.

Group

Speaking

N. Practice the baptismal interview questions. Pair up with someone other than your companion and go through the baptismal interview questions to help that person see the ways in which he or she can come closer to Christ. After each baptismal interview question, ask some follow-up questions using negated phrases to practice this principle. Remember, the purpose of this activity is to help your investigators see the expectations that you have for them and the blessings they could receive, not just the rules you have for them to keep.

O. As a district, review the negation grammar principle and come up with some phrases that have a negation in the sentence but an overall positive connotation in the context of promising blessings during a commitment invitation. For example: “If we are obedient, God will not forsake us.” Give each companionship a couple of commitments and have them practice. Discuss any challenges you had in this activity.

Reading

P. As a district, read in Thai the story of the Anti-Nephi-Lehies in Alma 24. Discuss what characteristics these people had that made their faith stronger. Why did they bury their weapons (verses 16–17)? Have each person in your district write down something he or she wants to “bury” or forsake, be it a bad habit or a negative attitude. Help help every missionary be accountable to that thing by following up with them the next week. Repeat this activity in each new area.

Possession

Examples

God is our Heavenly Father.	พระผู้เป็นเจ้าทรงเป็นพระบิดาบนสวรรค์**ของ**เรา
The Atonement of Jesus Christ is central to God's plan.	การชดใช้**ของ**พระเยซูคริสต์คือศูนย์รวม**ของ**แผนของพระผู้เป็นเจ้า
The writings **of** the prophets are found in the scriptures.	งานเขียน**ของ**ศาสดาพบได้ในพระคัมภีร์
Through the power of the Holy Ghost we can feel God's love for us.	โดยอำนาจ**ของ**พระวิญญาณบริสุทธิ์เราจะรู้สึกได้ถึงความรัก**ของ**พระผู้เป็นเจ้าที่ทรงมีต่อเรา
Our faith in Christ leads us to repent.	ศรัทธาที่เรามีในพระเยซูคริสต์นำไปสู่การกลับใจ

Explanation

In this section you will learn how to show possession as well as the difference between the two ways to say "of" in Thai.

Possessive Pronouns

Possessive pronouns show who owns something described in a sentence. They include "mine," "his," "hers," "its," "ours," "yours," "their," and "theirs." In Thai, instead of having several different words such as "mine" or "his," the word ของ is placed before the possessive pronoun. In this case the word ของ translates to "of" and is used similarly to how it is used in the name of the Church: "The Church of Jesus Christ." The "of" specifies that "the Church" belongs to Jesus Christ.

Grammar: object + ของ + subject

English Phrase	Literal Thai Translation	Thai Phrase
The Church of Jesus Christ.	The Church of Jesus Christ.	ศาสนจักร**ของ**พระเยซูคริสต์
This is my companion.	This is companion of me.	นี่คือคู่**ของ**ฉัน
We will go to his house.	We will go to house of him.	เราจะไปที่บ้าน**ของ**เขา
This is Beth's book.	This is book of Beth.	นี่คือหนังสือ**ของ**เบธ

Note: It is not necessary to use the word ของ every time you try to show possession. Using ของ too frequently will sound redundant, and after a while it will become a mouthful. Another way to explain ownership is to simply omit the ของ, so the object and pronoun will be pronounced consecutively. For example, saying เราจะไปที่บ้านเขา (literal translation: "we will go to house him") is a simpler way to say "we will go to his house" without using ของ and still communicates the same idea.

Grammar: object + subject

Non-Possessive "of"

Another word that translates to "of," but is not possessive, is the word แห่ง. For example, the name of the Church is "The Church of Jesus Christ of Latter-day Saints." The first "of" is possessive, as it is Jesus Christ's Church, and is said as ของ. The second "of" is pertaining to "Latter-day Saints" and is therefore said as แห่ง.

Pattern Practice

Subject		"to be"	Noun	Possessive Adj.	Noun		
เรา *We*		**เป็น** *are*	**ลูก** *children*	**ของ** *of*	**พระผู้เป็นเจ้า** *God*		**ค่ะ/ครับ** *(polite word)*
พระผู้เป็นเจ้า *God*	**(ทรง)** *(makes royal)*	**เป็น** *is/are*	**พระบิดาบนสวรรค์** *Heavenly Father*	**ของ** *of*	**ใคร** *who*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *(polite word)*
พระเยซูคริสต์ *Jesus Christ*			**พระผู้ช่วยให้รอด** *Savior*		**พระเยซูคริสต์** *Jesus Christ*		
พระคัมภีร์ *scriptures*			**ศูนย์กลางในแผน** *the center in plan*		**พระผู้เป็นเจ้า** *God*		
ศาสนจักรนี้ *This church*			**ลูก** *children*		**พระองค์** *His (roy.)*		
เรา *We*			**พระบุตร** *son (roy.)*		**โลก** *world*		
ใคร *Who*			**พระผู้สร้าง** *creater*		**เรา** *we*		
			ศาสนจักร *church*				
			คำสอน *teachings*				
			พระผู้ไถ่ *Redeemer*				

Activities

Personal

Speaking

A. Ask a native to explain the difference between ของ and แห่ง. Think of five examples for each word, and practice these sentences out loud. Accept all correction and feedback the native gives you. When you feel confident in this principle, try to explain it to another missionary.

Listening

B. Listen carefully in your lessons and other interactions with people today, paying attention to when they use the word ของ to show possession and recording the phrases you hear. Also record phrases you hear that show possession when they omit the word ของ.

Reading

C. Read the introduction to the Book of Mormon in Thai. Find all 13 examples of แห่ง. On a separate sheet of paper, identify the object + แห่ง + the subject. Check your answers. Consider how these phrases differ from ones you would see using ของ. Select a few of these phrases to use in a lesson with your investigator about the Book of Mormon.

D. Read the story of Lehi's dream of the tree of life in 1 Nephi 8. As you read, identify the translation for each of the symbols in Thai. Which of these phrases uses ของ and แห่ง? When you have finished the list of symbols, write down 5–10 phrases you could use to teach your investigator about Lehi's vision. Practice these sentences with a native speaker, and consider using illustrations to explain the dream. Ask the native for feedback on correct usage of ของ and แห่ง. Check your answers.

Example: tree of life → ความรักของพระผู้เป็นเจ้า

1. A dark and dreary waste
2. Fruit of the tree of life
3. Rod of iron
4. Strait and narrow path
5. Mist of darkness
6. Great and spacious building

Writing

E. On a separate sheet of paper, write the translation for each sentence in Thai. Check your answers.

1. Whose responsibility is it to teach the gospel in the family?
2. Missionaries teach the doctrine of Christ.
3. My faith in the Atonement of Jesus Christ is strong.
4. This is ติ๊ว's Book of Mormon.
5. Your tithing money helps the Church build temples.
6. Jesus Christ is everyone's Savior, even though some people don't believe.
7. The Church of Jesus Christ of Latter-day Saints

F. Read the following verses in 1 Nephi 1:1–2. Underline the word ของ. Notice when the possessive word is used and when it is omitted. Then, for each example of possession you find in the verses, write down the object + ของ + the subject. Check your answers.

Example: object + ของ + subject

Companion

Speaking

G. Looking around the room, ask questions about which items belong to whom. Take turns asking and responding using the possessive word.

H. Read Alma 34:20–27 in the Thai Book of Mormon. Underline the word ของ and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators, and include these verses in it. Practice teaching your plan to your companion, who will play the role of that investigator, and get feedback on how well you used possessives.

Listening

I. Find a young man or woman who is preparing to serve a mission. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases he or she uses with แห่ง and ของ. Ask the person to help you use these phrases correctly in your own teaching.

Reading

J. Look up "แผนแห่งการไถ่" in the index of the Thai triple combination. Then make a list of all the sentences with examples of แห่ง and ของ. Make a plan with your companion to use these sentences and the definition of "แผนแห่งการไถ่" in your teaching. You may want to look up some additional scripture references to help your investigator understand this doctrine. Check your answers.

Group

Speaking

K. Scenario: While walking down a path next to a river on route to your first appointment of the day, you come across an old man sitting on the path, fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name "Jesus Christ" on your name tag and asks if you're Christian. With his question, you decide to take the opportunity to teach him about God and our relationship with Him. Practice teaching your companion, as if he or she were the old man, about who God is by using possession. When you are done, switch roles and do it again. Let each companionship take three to five minutes to role-play this scenario.

L. Scenario: While walking to your next appointment, you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to, as long as we are doing good things. With your companion, practice testifying to the man that you know there is a God, He is our Father in Heaven, and He has a plan for us. Practice with your companion, taking turns being the missionary. Once finished, switch roles and do it again. Take about two or three minutes for each companion.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- Pronouns and royal language
- "To be" – เป็น, คือ, อยู่
- Questions – ใคร, อะไร
- ว่า – polite word, colon word, that . . .
- Negation
- Possession

Activities

Personal

Speaking

A. Teach a lesson in under five minutes. Choose one of the lessons from chapter 3 of *Preach My Gospel.* Plan a lesson that can be taught in three to five minutes using the grammar principles from this section. Be sure to include your testimony of the things that you teach. Time yourself teaching the lesson out loud, revising it when necessary. Try to make it as simple and powerful as you can. Invite someone you meet between appointments to listen to your five-minute message. Try this with the other four lessons from chapter 3. While you work on this activity, you might notice that there are certain grammar principles you don't fully grasp. Take time to go back and review those sections so that you can incorporate them in your lesson. For more help with this activity, refer to the "Ideas for Teaching" section at the end of each lesson in *Preach My Gospel*.

Listening

B. Make a chart with four columns in your language notebook. Title them "Royal," "Formal," "Family," and "Everyday." While you are sitting in church on Sunday, listen to the speakers and lessons while writing down the pronouns you hear in the corresponding column.

C. Translate from Thai to English. Listen in sacrament meeting to the speakers bearing their testimonies. Write down in your language book the English translation of what you hear. Afterwards, thank each speaker for the testimony he or she shared.

Reading

D. Read from the Thai Restoration pamphlet in the section called "ฉันจะรู้ได้อย่างไร," looking for examples of royal language, ว่า, and the "to be" verb. Using the list of bullet points on the left side of the page, write down some phrases you could use to help your investigator pray to know the truth. Practice those phrases with a member or a native speaker. Check your answers.

E. Read the header that comes before 1 Nephi starts (right after the title "การปกครองและการปฏิบัติศาสนกิจของท่าน"), looking for examples of possession and pronouns. Answer the following questions about Nephi's family. Check your answers.

1. ครอบครัวของนีไฟมีกี่คน ในตอนเริ่มต้นของการเดินทางของพวกเขา?
2. ครอบครัวของนีไฟมีใครบ้าง?
3. พี่น้องของนีไฟเป็นคนแบบไหน?
4. ทุกคนในครอบครัวของนีไฟรักษาพระบัญญัติหรือไม่?

Writing

F. Using subject pronouns, ว่า, the "to be" verbs, and royal language, write a paragraph (of at least five sentences) about what Heavenly Father is and what He is not. Also write down a few questions to ask about someone's belief in God or a supreme being. Use questions to find out whether or not the person understands who Heavenly Father is.

G. Use subject pronouns, ว่า, and the "to be" verbs to write a paragraph about our life on earth. Write about who we are, why we are here, and what we should do and not do in order to return to live with God. Write some questions that you could ask an investigator to check for understanding. Have your companion or a native speaker check what you wrote, and then practice teaching it to him or her as if he or she were your investigator.

Companion

Speaking

H. Using pronouns, royal language, and the "to be" verb, write a lesson plan about the First Vision. Explain who Joseph Smith was and what his role was in bringing forth the Book of Mormon. Be sure to include Joseph Smith's account of the First Vision from Joseph Smith—History and at least one other scripture to support your testimony. You should also include a brief explanation of what the Book of Mormon is and why it is the keystone of our religion. Include several questions in your lesson that are thought provoking and will allow you to adjust your teaching to meet individual needs. After each of you has had a chance to teach the lesson, give each other feedback on grammar and pronunciation.

I. Scenario: You have just taught พี่อาร์ต the lesson of the Restoration, and you want to ask him to say the closing prayer. He says he is willing to pray, but he isn't sure how to do it because he has never prayed before. With your companion, have one missionary take the role of พี่อาร์ต and the other the role of the missionary. Teach พี่อาร์ต the steps of how to pray and how prayer can help him come to know the truth through the Holy Ghost.

Listening

J. Ask a native to tell you about his or her family, including what each member of the family is like and what they mean to the native. Which of the native's relatives are still living? Who are the family members the native feels closest to? Help the person make a family history chart that includes his or her extended family, like cousins, aunts, uncles, and great-grandparents. Create a FamilySearch account and start entering information about the native's family. Assign the person to complete as many generations of his or her family chart as possible.

Reading

K. Read "The Family: A Proclamation to the World" in Thai with your companion. Identify the use of pronouns and the "to be" verb (เป็น, คือ, อยู่) in this document, specifically when it describes the main roles of a mother and father. After you have finished reading, turn to your companion and explain the roles of parents. Make a lesson plan to teach the doctrine of the family to a member or investigator.

Writing

L. In your language notebook describe the members of the Godhead. Separate your paper into three columns and title them "Heavenly Father" (พระบิดาบนสวรรค์), "Jesus Christ" (พระเยซูคริสต์), and "The Holy Ghost" (พระวิญญาณบริสุทธิ์). Write at least five sentences for each column, using your understanding of royal pronouns and the "to be" verb (เป็น, คือ, อยู่).

Group

Speaking

M. Scenario: A young girl named ปาร์ตี้ attends the free English class with her friends at the church each week and is very impressed by you and your companion. She doesn't know very much about the Church, but she is curious about what you do as a missionary. Take turns with your companion teaching ปาร์ตี้ about the role of missionaries, helping her understand your purpose as a missionary. When you finish, evaluate your teaching as a district, giving constructive feedback to those who taught you.

N. Have each missionary in your district share how he or she feels God's love. Ask each missionary questions such as "What did you do to receive that experience?" and "How did you know it was the Spirit?" Then have each missionary tell what the experience taught him or her about God. Focus on subject pronouns, the "to be" verbs, question words, royal language, and ว่า.

Listening

O. Plan to teach family history to the members of your ward. Brainstorm as a district ways to promote family history in your wards. Hold a family history night in which you can provide instruction for members on how to use the Church's family history tools. Ask three members to share their testimonies and experiences about the blessings of doing family history work.

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. Below are examples of the types of things you will be able to express with the grammar in this function.

Below are examples of the types of things you will be able to express with the grammar in this function.

- When we are resurrected, our bodies are **perfect** and **immortal**. (Adjectives)
- The Book of Mormon and the Bible are similar. (Comparison)
- **Prayer** is important. (Changing Verbs into Nouns)
- Our church has **four books** of **scriptures**. (Classifiers)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What are God's characteristics? What is He like?)
- "The Great Apostasy" (What was it like during the Apostasy? What kinds of things were taught?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What was Joseph Smith like? What was it like where he lived?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How would I describe the Book of Mormon and bear testimony about it?)
- "Pray to Know the Truth through the Holy Ghost" (What does the Spirit feel like?)
- "Our Life on Earth" (How would I describe this life?)
- "The Spirit World" (What is the spirit world like?)
- "Kingdoms of Glory" (What are the three kingdoms like? How are they ranked and why?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Get to Know Someone" (What kind of person is he or she? What is his or her family like?)
- "Make a Purchase" (How would I describe what I want to buy?)
- "Meet Someone" (What do I want them to know about who we are? Can I describe them to someone else?)
- "Give Directions" (What does the building look like?)

Adjectives

Examples

The Holy Ghost teaches us through **quiet** feelings.	พระวิญญาณบริสุทธิ์ทรงสอนเราผ่านความรู้สึก**สงบแผ่วเบา**
God has a body of flesh and bone that is **perfected**.	พระผู้เป็นเจ้าทรงมีพระวรกายเนื้อหนังและกระดูกซึ่ง**ดีพร้อม**
Our physical bodies are **imperfect**.	ร่างกายของเรา**ไม่ดีพร้อม**
Enduring to the end includes doing **good** works.	การอดทนจนถึงที่สุดรวมถึงการทำงาน**ดี**ด้วย
The Word of Wisdom encourages us to eat **healthy** foods.	พระวาจาแห่งปัญญาสนับสนุนเราให้รับประทานอาหาร**ที่ดีต่อสุขภาพ**

Explanation

This section will teach you how to understand the syntax of adjectives, how to modify or intensify adjectives, and how to use other Thai adjectives. It is important to learn the correct way to use adjectives because this grammar principle in Thai does not directly translate from English. If you tried to describe something in Thai using English grammar, it would be incorrect and others would have difficulty understanding you.

Position of Adjectives

An adjective describes a person, place, or thing. To describe certain attributes of a noun in English, the adjectives used to describe the noun come before the noun, as in "a good person" or "the true Church." However, **in Thai, adjectives are always placed after the noun that they describe**. For example: คนดี ("person good") or ศาสนาจักรที่แท้จริง ("church that is true").

Grammar: S + V + O + ที่ + adjective or O + adjective

Examples:

God is our loving Heavenly Father.	พระผู้เป็นเจ้าทรงเป็นพระบิดาบนสวรรค์ที่รักของเรา
There are many beautiful temples around the world.	มีพระวิหารที่สวยงามหลายที่ทั่วโลก
They live in the blue house.	พวกเขาพักอยู่ที่บ้านสีฟ้า
"And they came to a land, yea, even a very beautiful and pleasant land" (Mosiah 23:4).	"และพวกเขามาถึงแผ่นดินแห่งหนึ่ง, แท้จริงแล้ว, เป็นแผ่นดินที่แสนงามและน่าอยู่..." (โมไซยาห์ 23:4)
She likes to eat sour mangos.	เธอชอบกินมะม่วงเปรี้ยว
You will receive the gift of the Holy Ghost after you have been baptized.	คุณจะได้รับของประทานแห่งพระวิญญาณบริสุทธิ์

Note: ที่ is used to clarify that you are describing the noun. It can be omitted, but if the listener is having trouble following what you are saying, use ที่.

Below is a list of common adjectives:

Bad - ไม่ดี	Delicious - อร่อย	Free - ว่าง	New - ใหม่
Beautiful - สวย	Different -แตกต่าง	Full - เต็ม	Old - แก่
Big - ใหญ่	Difficult - ยาก	Good - ดี	Polite - สุภาพ
Bitter – ขม	Dry - แห้ง	Heavy - หนัก	Quiet - เงียบ
Bright - สว่าง	Easy - ง่าย	Hot - ร้อน	Salty - เค็ม
Busy - ยุ่ง	Empty - ว่างเปล่า	Important - สำคัญ	Same - เหมือนกัน
Cheap - ถูก	Expensive - แพง	Light – เบา	Short - สั้น
Cold - หนาว	False - เท็จ	Long - ยาว	Small - เล็ก
Dark - มืด	Far - ไกล	Loud - ดัง	Soft - นุ่ม
Deep - ลึก	Fat - อ้วน	Near - ใกล้	Sour - เปรี้ยว

Pattern Practice

Subject		Adjective	ที่	Noun		Verb Phrase		
เรา *We*		**ดีใจ** *to be happy*	**ที่** *that*	**คุณ** *you*		**เลือกรับบัพติศมา** *chose to be baptized*		**ค่ะ/ครับ** *(polite word)*
เรา *We*	**(ไม่)** *(not)*	**ยินดี** *to be glad*	**ที่** *that*	**คุณ** *you (same age)*	**(ไม่ได้)** *(didn't)*	**เลือกรับบัพติศมา** *chose to be baptized*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *(polite word)*
ผม *I (m)*		**ตื่ นเต้น** *to be excited*		**พี่** *you (older)*	**(จะ)** *(will)*	**สวดอ้อนวอน** *pray*		
ซิสเตอร์ *I (f)*		**ดีใจ** *to be happy*		**ผม** *I (m)*	**(จะไม่)** *(will not)*	**อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon*		
คุณ *You*		**กตัญญู** *to be grateful*		**ซิสเตอร์** *I (f)*		**มาโบสถ์อาทิตย์นี้** *come to church this week*		
พระผู้เป็นเจ้า *God*		**เสียใจ** *to be sad*				**ไปโบสถ์เมื่ออาทิตย์ที่แล้ว** *go to church last week*		
		ผิดหวัง *to be disappointed*				**เจอกับเรา** *meet with us*		
						อ่านเอกสาร *read the pamphlet*		
						รู้สึกถึงพระวิญญาณบริสุทธิ์ *feel the Holy Ghost*		
						รับคำตอบ *receive an answer*		

Pattern Practice

Subject	Verb	Noun (Classifier)	ที่	Verb Phrase		
ผม *I*	**เป็น** *am*	**คน** *a person*	**ที่** *that*	**ชอบเล่นกีฬา** *likes to play sports*		**ครับ** *(polite word)*
ผม/ซิสเตอร์ *I (m)/(f)*	**เป็น** *am/is*	**คน** *person*	**ที่** *that*	**ชอบเล่นกีฬา** *likes to play sports*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ.** *(polite word)*
คุณ *You*				**ชอบอ่านหนังสือ** *likes to read books*		
แม่ของผม *My mother*				**ทำอาหารเก่ง** *makes food well*		
น้องชายของผม *My younger brother*				**สูง** *(is) tall*		
เขา *He/She*				**ช่วยเราเรียนรู้ภาษาไทย** *helps us learn Thai*		
พระคัมภีร์มอรมอน *The Book of Mormon*		**เล่ม** *book*		**สอนเกี่ ยวกับแผนของพระผู้เป็นเจ้า** *teaches about God's plan*		
พระวิหาร *The temple*		**อาคาร** *building*		**ศักดิ์สิทธิ์** *(is) sacred*		
พระเยซูคริสต์ *Jesus Christ*		**องค์** *royal being*		**ช่วยครอบครัวอยู่ด้วยกันหลังจากชีวิตนี ้** *helps families live together after this life*		

Modifying Adjectives

In English, common modifying words include "very," "greatly," "extremely," exceedingly," etc. These modifiers are typically placed before the adjective they are modifying. For example: "He is so kind," "It is very hot outside." To modify or intensify an adjective in Thai, place a modifying word such as มาก directly after the adjective it modifies: เขาใจดีมาก ("He is so kind"), มันร้อนมากข้างนอก ("It is very hot outside").

Grammar: S + A + มาก

Other Modifying Words

มาก: This can translate to "very," "so," "really," or "so much"; it is the most common modifying/intensifying word. It is often repeated twice (มากๆ) or followed by the word เลย; both options intensify the word or phrase even further.

จัง: This can translate to "greatly," "extremely," or "exceedingly" and is most often followed by the word เลย.

Examples:

Very stinky.	เหม็นมาก
You got here really fast.	คุณมาที่นี่เร็วมาก
She is very smart.	เธอฉลาดมากๆ
So pretty! *or* How beautiful!	สวยจัง
They are extremely skilled!	พวกเขาเก่งจังเลย

Pattern Practice

Subject		Adjective	Adverb		
บัพติศมา *Baptism*		**สำคัญ** *important*	**มาก** *very*		**ค่ะ/ครับ** *(polite word)*
พระกิตติคุณ *Gospel*	**(ไม่)** *(not)*	**สำคัญ** *is important*	**มาก** *very much*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *(polite word)*
ศรัทธา *Faith*		**จำเป็น** *is necessary*	**จริงๆ** *really/truthfully*		
การกลับใจ *Repentance*		**ศักดิ์สิทธิ์** *is sacred*			
บัพติศมา *Baptism*		**ดี** *is good*			
พระวิญญาณบริสุทธิ์ *Holy Ghost*		**ยาก** *is hard*			
อดทนจนกว่าชีวิตจะหาไม่ *Endure to the end*		**ง่าย** *is easy*			
ฐานะปุโรหิต *The Priesthood*		**เยี่ยม** *is awesome*			

Adjective Clauses—ที่ (“that”), ซึ่ง (“which”), ผู้ (“who”)

Adjective clauses are composed of two separate statements that are linked together with relative pronouns (“that,” “which,” and “who”).

For example:

พระคัมภีร์มอรมอนเป็นเครื่องมือที่ช่วยเราเข้าใกล้พระผู้เป็นเจ้า

The Book of Mormon (subject) is (verb) a tool (object) **that** helps us become closer to God (description).

“**That**” is used to link the sentence statements together and thus gives us a better description of the Book of Mormon.

Below is a list of a ways each adjective clause link can be used.

Thai	English	Grammar	Examples
ที่	that	S + V + O + ที่ + description	จุดประสงค์ของพระคัมภีร์คือ**ที่**จะช่วยเรากลายเป็นคนชอบธรรม **ที่**สามารถหลีกเลี่ยงการทำผิดพลาด *The purpose of the scriptures is to help us be righteous people that can avoid making mistakes.*
ซึ่ง	which	S + V + O + ซึ่ง + description	ผู้สนใจต้องการความรู้สึกของการเป็นส่วนหนึ่งของกลุ่ม**ซึ่ง**มาจากการรู้ว่าเขาเป็นลูกของพระผู้เป็นเจ้า *Investigators need the sense of belonging which comes from knowing that they are children of God.*
ผู้	who	S + V + O + ผู้ + description	แอลมา**ผู้**เปลี่ยนใจเลื่อมใสเคยเป็นปุโรหิตของกษัตริย์โนอาห์ *Alma was a priest of King Noah who changed his ways.*

Activities

Personal

Speaking

A. Today while you are contacting people, show love for each person that rejects your message by saying one nice thing about him or her. You don't need to say it directly to the person, but be sure to say something positive about him or her. Example: ผมเขาสวยจัง ("Her hair is pretty").

Listening

B. Throughout the day, listen to the adjectives people use and write them down in your language notebook. Compile your own list of useful adjectives. During your language study time, write a sentence using each word on your list. Read them to a native speaker to make sure you are using them correctly.

C. Read 3 Nephi 11:3. What adjectives does this verse contain, and how are they used to describe the voice the people heard? Check your answers. Using adjectives, write a few sentences in your language notebook to describe the still, small voice to your investigator.

D. Read the section entitled "Diligence" from chapter 6 in *Preach My Gospel*. Pay attention to the adjectives, and write down one or two goals that you want to achieve to become a more diligent missionary. Evaluate yourself in the attribute activity found at the end of this chapter.

Writing

E. The following is a list of sentences that are scrambled. Put the sentences in the correct order. Then translate the sentences to English. Check your answers.

Example: พิธีกรรม เป็น ศักดิ์สิทธิ์ บัพติศมา → บัพติศมาเป็นพิธีกรรมศักดิ์สิทธิ์

1. จำเป็น บัพติศมา ศาสนพิธี เป็น ความรอด ที่ ต่อ
2. ที่ ประจักษ์พยาน ฉัน เข้มแข็ง มี
3. หนังสือเจรอม สั้น เป็น หนังสือ ที่ พระคัมภีร์มอร์มอน ที่สุด ใน
4. คน พระเยซูคริสต์ ช่วย ตาบอด
5. ฆ่า คน โจเซฟ สมิธ ชั่วร้าย

F. Look up the scriptures below in the Thai Book of Mormon to find the correct adjective that describes the given noun. Check your answers.

1. 1 Nephi 1:1 “บิดามารดา _____”
2. 1 Nephi 4:31 “นีไฟ, โดยที่เป็นคน _____”
3. D&C 25:12 “คน _____”
4. Ether 3:1 “ก้อนหิน _____”
5. Alma 36:13 “พระบัญญัติ _____”
6. 1 Nephi 11:8 “ต้นไม้นั้น _____”
7. Alma 37:6 “เรื่อง _____ และ _____”
8. 3 Nephi 14:11 “ของขวัญ _____”
9. Joseph Smith 1:8 “จิตใจข้าพเจ้า _____”
10. Alma 27:18 “นอกจากผู้ _____”

Companion

Speaking

G. Use adjectives to describe one of your investigators to your companion in as much detail as you can. Include in your description the investigator’s needs. Take turns doing this, going through all of your investigators to prepare for a ward council meeting or a coordination meeting with the ward mission leader.

H. Open one of the lesson pamphlets, and use as many adjectives as you can to describe each picture in the pamphlet to your companion, as if he or she were an investigator seeing the picture for the first time.

Listening

I. Ask a native to share his or her experience attending church for the first time. Listen for adjectives he or she uses to describe the experience. Be polite and attentive, and when the native is finished sharing, ask him or her the following questions about that experience. After the visit, discuss with your companion what you learned.

1. Who invited him or her to church?
2. What did he or she wear?
3. How were the people in the meetings?
4. What feelings did he or she have during the meetings?
5. What made the native want to either attend church again or not attend church again?

J. Find a recent convert that has not yet been taught the lessons after baptism. In preparation for this lesson, give the convert a lesson pamphlet on the gospel of Jesus Christ and ask him or her to prepare a five-minute lesson about the importance of living the gospel of Jesus Christ. After the convert has finished teaching you, ask him or her a few questions, such as:

1. Why do you think faith in Jesus Christ and repentance are important steps before baptism?
2. How did you feel on the day of your baptism?
3. Why do you think it is important to have the Holy Ghost after we are baptized?
4. What challenges have you found that make enduring to the end difficult?

Reading

K. Read the section "พระวิหารและประวัติครอบครัว" from lesson 5 in *Preach My Gospel* chapter 3 out loud with your companion. Pay attention to the adjectives used to describe temples and the work that is done there. Use adjectives to describe temples to your companion, as if he or she were a new investigator. Share an experience you have had while attending the temple or doing family history work, then switch roles. After each of you has shared, get feedback on your use of adjectives.

Writing

L. Say an adjective out loud to your companion. Then he or she will make up a sentence using that word; write it down in your language notebook. Give each other about 5–10 adjectives. Combine your list and give it to a member to correct any mistakes you made. Seek the member's advice on how to improve your grammar and use of adjectives.

Group

Speaking

M. Scenario: As you prepare your investigators for baptism, help them understand the importance of living the gospel of Jesus Christ by teaching them the different principles of the gospel. With your companion, have one missionary take the role of the investigator and the other the role of the missionary. Practice explaining the importance of the principles of the gospel of Jesus Christ to your investigator. When you are finished, switch roles and do it again. Get feedback from your companion about your use of adjectives and modifiers.

N. Scenario: สมศักดิ์ is struggling to accept the invitation to be baptized because he feels that he can't always keep the commandments. He still has temptations and he doesn't want to be baptized until those temptations are gone. As you are teaching สมศักดิ์, help him understand that being baptized will help him overcome temptation, and teach him about the importance of enduring to the end. With your companion, have one missionary take the role of สมศักดิ์ and the other the role of the missionary. Teach สมศักดิ์ the importance of baptism and enduring to the end. When you are finished, switch roles and do it again. Get feedback from the person you taught about your use of adjectives and modifiers.

Listening

O. Divide the missionaries into groups of four or fewer. Have each missionary choose a character from the Book of Mormon. Take turns asking each other yes or no questions to find out each other's identity. Try to use as many adjectives or traits as possible. For example: "Is your person a brave soldier?" "Is your person a faithful prophet?" Give each other feedback after.

P. With your district, take turns talking about someone who has influenced you in your life, someone that you consider to be a role model. As you listen to each person share, write down some of the adjectives he or she used to describe that person. As a district, combine your lists of adjectives that can be used to describe people.

Comparisons

Examples

Heavenly Father wants us to become **like** Him.	พระบิดาบนสวรรค์ทรงต้องการให้เราเป็น**เหมือน**พระองค์
As members, we can serve those not of our faith.	ในฐานะสมาชิกเรารับใช้คนที่ไม่ได้นับถือศาสนา**เดียวกับ**เรา
We give **at least** what we would have spent on food.	เราจะบริจาคอย่างน้อย**เท่ากับ**เงินที่เราจ่ายเป็นค่าอาหาร
There are **different** kingdoms of glory.	มีอาณาจักรแห่งรัศมีภาพที่**ต่างกัน**
This kingdom is **compared to** the glory of the sun.	อาณาจักรนี้**เปรียบได้กับ**ศมีภาพของดวงอาทิตย์

Explanation

In this section you will learn how to compare similarities and differences between objects and people, among other things.

Same, Similar, and Different

Below is a table of words to express that something is the same as, similar to, or different from something else, as well as some examples of how you can use them in a sentence. The sentence structures below are a general guideline for how these words can be used. However, there are several different ways each word can be used in a sentence that will differ from the general guidelines and still be grammatically correct.

Thai	English	Sentence Structure	Examples
*เหมือนกัน/เหมือนกับ	“the same,” “the same as,” “like,” “as”	S + V + O + เหมือนกัน/เหมือนกับ + O (object being compared to)	นีไฟเป็นศาสดาพยากรณ์**เหมือนกับ**พ่อเขา Nephi was a prophet just like his father, Lehi.
เดียวกัน	“the same as”	S + V + O + (classifier) + เดียวกัน	พระบิดาบนสวรรค์และพระเยซูคริสต์ไม่ได้เป็นองค์**เดียวกัน** Heavenly Father and Jesus Christ are not the same Personage.
*เท่ากัน/เท่ากับ	“equal to,” “like,” “as” (often used when comparing quantities of something)	S + V + O + เท่ากัน or S + เท่ากัน/เท่ากับ + O	เอ็ลเดอร์และซิสเตอร์ผู้สอนศาสนากินอาหารไม่**เท่ากัน** Elders and sisters don’t eat the same amount of food.
*คล้ายกัน/คล้ายกับ	“similar,” “close to” (typically used when referring to appearance, personality traits, or character)	S + V + คล้ายๆกัน/คล้ายกับ + O	พระคัมภีร์มอร์มอนคือ**คล้ายๆกับ**พระคัมภีร์ไบเบิล The Book of Mormon is similar to the Bible.

Thai	English	Sentence Structure	Examples
ไม่เหมือนกัน/ ไม่เหมือนกับ	"not the same as"	S + V + ไม่เหมือนกัน + O (object being compared to)	ศาสนาจักของเรา**ไม่เหมือนกับ**นิกายอื่นๆ Our Church is not the same as other churches.
แตกต่าง/ต่างกัน/ต่างกับ	"different," "different from"	S + V + O + แตกต่าง/ต่างกัน + O (object being compared to)	ในวันสะบาโตเราจะทำกิจกรรมที่**แตกต่าง**จากวันธรรมดา On Sundays we do different activities than on regular days.
ตรงข้ามกับ	"opposite"	S + O + ตรงข้ามกับ + O	แผนของซาตาน**ตรงข้ามกับ**แผนของพระผู้เป็นเจ้า Satan's plan is the opposite of God's plan.

Pattern Practice

Subject			Verb	Adverb	"with"	Noun		
แอลมา *Alma*			**กลับใจ** *repent*	**เหมือน** *like*	**กับ** *with*	**พี่** *you*		**ครับ/ค่ะ** *(polite word)*
นีไฟ *Nephi*			**กลับใจ** *to repent*	**เหมือน** *like (quality)*	**กับ** *with*	**พี่** *you*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
แอลมา *Alma*			**ใช้ศรัทธา** *to use faith*	**เท่า** *equal (quantity)*				
อบินาไค *Abinadi*			**เชื่อฟัง** *to obey*					
โมโรไน *Moroni*			**มั่นคง** *to be steadfast*					
นีไฟ *Nephi*	**และ** *and*	**พี่** *you*	**รับบัพติศมา** *to be baptized*	**เหมือน** *like/same (quality)*	**กัน** *eachother*			
แอลมา *Alma*			**มีความยากลำบาก** *to have hardships*	**เท่า** *equal (quanitity)*				
อบินาไค *Abinadi*			**สูง** *to be tall*					
โมโรไน *Moroni*			**มีอายุ** *to have age*					

Comparisons

Below is a table of words that can be used to contrast two or more objects.

Thai	English	Sentence Structure	Examples
เปรียบเทียบกับ	"to compare" (V)	O + เปรียบเทียบ + กับ + O	ในพระคัมภีร์ ศรัทธา**เปรียบเทียบ**กับเมล็ดพืช In the scriptures, faith is compared with a seed.
*กว่า	"-er"; means more/less than; generally paired with an adjective	adjective + กว่า	เป็นการดี**กว่า**ที่คนหนึ่งตายแทนที่ประชาชาติหนึ่ง "It is better that one man should perish than that a nation . . ." (1 Nephi 4:13)
ที่สุด	"-est"; means the most/least; appears at the end of a sentence; generally used to designate the most/best from everything else	S + V + adjective + ที่สุด	แม่พรทำส้มตำอร่อย**ที่สุด** แม่พร makes the best papaya salad.
อีก	"again"; appears at the end of a sentence; used to with กว่า to emphasize a comparison in a friendly matter; similar to saying "even better" in English	S + adjective + กว่า + S + อีก	เขาเล่นกีฬาดีกว่าฉัน**อีก** He is way better at sports than I am!

The words เหมือนกัน, เท่ากัน, คล้ายกัน, and กว่า are often followed by a ๆ (and therefore will be repeated twice) in order to soften their meaning. For example, repeating the word เหมือนๆกัน means that something is "almost" or "kind of" similar to something, rather than being the "same as" that thing.

Pattern Practice

Subject			Verb		Adverb		er than	Noun				
คนที่ *people that*	**ไป** *go*	**อาณาจักร** *kingdom*	**ซิเลสเชียล** *Celestial*	**มี** *have*	**ความสุข** *happiness*	**มาก** *more*	**กว่า** *-er than*	**คนที่** *people that*	**ไป** *go*	**อาณาจักร** *kingdom*	**ซิเลสเชียล** *Celestial*	**ไหม** *(yes/no?)* **ครับ/ค่ะ** *(polite word)*
			เทอร์เรส เตรียล *Terrestrial*		**ความสว่าง** *brightness*	**น้อย** *less*					**เทอร์เรส เตรียล** *Terrestrial*	
			ทีเลสเชียล *Telestial*		**รัศมีภาพ** *glory*						**ทีเลสเชียล** *Telestial*	
			ชั้นสูง *highest*		**ความชอบธรรม** *righteousness*						**ชั้นสูง** *highest*	
			ชั้นกลาง *middle*		**ความซื่อสัตย์** *faithfulness*						**ชั้นกลาง** *middle*	
			ชั้นต้น *lowest*	**เชื่อฟัง** *obey*							**ชั้นต้น** *lowest*	
	(ไม่) *don't*	**ยอมรับ** *accept*	**พระคริสต์** *Christ*	**ทำตามพระคริสต์** *follow Christ*					**(ไม่)** *don't*	**ยอมรับ** *accept*	**พระคริสต์** *Christ*	
		รับใช้ *serve*	**คนอื่น** *other people*	**รักษาพระบัญญัติ** *keep the commandments*						**รับใช้** *serve*	**คนอื่น** *other people*	

	Subject		Verb					Adjective	Adverb		
เมื่อ *When*	พี่ *you*		สวดอ้อนวอน *pray*	พี่ *you*	จะ *will*	มี *have*	การล่อลวง *temptation*	น้อย *few (less)*	ลง *down*		ครับ/ค่ะ *(polite word)*
เมื่อ *When*	พี่ *you (older)*	(ไม่) *(don't)*	สวดอ้อนวอน *pray*	พี่ *you (older)*	จะ *will*	มี *have*	พระวิญญาณ *Spirit*	มาก *much (more)*	ขึ้ น *up*	(ไหม) *(yes/no?)*	ครับ/ค่ะ *(polite word)*
ถ้า *If*	เรา *we*		พึ่งพาพระองค์ *rely on God*	เรา *we*		รู้สึก *feel*	สุขภาพ *health*	หนัก *heavy (heavier)*			
	ผม *i (m)*		ไปโบสถ์ *go to church*	ผม *I (m)*			ภาระ *burdens*	ดี *good (better)*			
	ซิสเตอร์ *I (f)*		เชื่ อฟัง *obey*	ซิสเตอร์ *I (f)*			การล่อลวง *temptation*	เพิ่ ม *add (increase)*			
	ฉัน *I (m/f)*		สูบบุหรี่ *smoke*	ฉัน *I (m/f)*			ความสุข *happiness*	น้อย *few (less)*	ลง *down*		
			กินเหล้า *drink alcohol*				ความช่วยเหลือ *help*	เบา *light (lighter)*			
			ทำบาป *sin*				ความแข็งแรง *strength*	แย่ *bad (worse)*			
			ทำตามพระองค์ *follow Him*				อิทธิพลของพระองค์ *influence of God*	ลด *reduce (decrease)*			

Activities

Personal

Speaking

A. Share a personal experience. Think about what lessons you have planned to teach today, then choose a story or experience you would like to share. Practice following these steps out loud to help you create your own application stories.

1. Choose a point of doctrine that you want to share with your investigator, and think of an experience that you have had relating to that point of doctrine.
2. Study and find the words you'll need to know in order to share your experience. Write down your experience and practice sharing the story until you are able to do it without your notes.
3. Connect the doctrine to your story using the grammar learned in this section.
4. Put all of the parts together—the doctrine, the experience, and the comparison—and practice sharing it with a native. Get feedback on how to improve your comparison.

Listening

B. Listen in church to all of the different comparisons the speakers use to teach doctrinal principles. Write down some of these comparisons in your language notebook.

Reading

C. Read 1 Nephi 2:9–10. What does Lehi tell his sons Laman and Lemuel to be like? Check your answers.

1. Laman:
2. Lemuel:

D. Read Alma 32:26–43. Analyze this passage about faith being compared to a seed. Also compare the scripture to Matthew 13:31–32. Answer the following questions in your language notebook. Answers may vary. Check your answers.

1. In these scriptures what does the seed represent?
2. How do we know if the seed is good?
3. How do we know if the seed is bad?
4. How does the seed of those who nourish it diligently compare to the seed of those who don't nourish it?
5. Describe the fruit of the tree in Alma and the tree in Matthew with the good seed.

Writing

E. Read "Faith" from the chapter 6 in *Preach My Gospel*. Copy the chart below in your language notebook. Look in the *Preach My Gospel* for comparisons, and make a chart with 5–10 opposite words. Use some of these comparisons in your lessons to teach your investigators. See an example in the answer key.

Attribute in English	ไทย	คำตรงข้าม
(Example: Faith)	(ศรัทธา)	(สงสัย)

F. The following scriptures have unfamiliar ways of using comparisons but follow the same grammar structure as taught in the explanation. Read these verses and identify how the words "as" and "liken" are used in these two verses. Check your answers. Make two sentences using each grammar word. Write them in your language notebook and have a native speaker check them to make sure they are correct.

1. 3 Nephi 12:48
2. 3 Nephi 14:24–27

Companion

Speaking

G. Have a conversation with your companion, taking turns comparing some of things listed below. Notice their similarities and differences. This activity can be done while you are out and about. Do this with each new companion you get.

1. Compare your outfits—how are they different in color or style?
2. Compare your breakfast—what kinds of foods do you and your companion like to eat?
3. Compare your hobbies—what hobbies do you have that are different from your companion?

H. Scenario: พี่ตู่ is a young man from Bangkok that you have been teaching for several months now. He loves the gospel and is very excited about his goal to be baptized, but he has continually struggled to quit smoking. You and your companion have decided to teach a lesson about faith and miracles. You want to help พี่ตู่ have the faith that, with the Lord's help and his efforts, anything is possible. Have one missionary take the role of พี่ตู่ while the other takes the role of the missionary. The one role-playing as the missionary selects and shares a scripture story that he or she feels will help increase พี่ตู่'s faith. When you finish, switch roles with your companion.

Listening

I. In preparation for your lesson with a recent convert, ask him or her to study the gospel of Jesus Christ. In the lesson ask your recent covert to describe what the Spirit feels like to him or her, as well as an experience in which he or she felt the Holy Ghost's influence. Pay attention to how the recent convert uses comparisons. Make notes of his or her description and experience in your language notebook.

J. Thai people like analogies, examples, and proverbs. In preparation for your lessons this week, make up a comparison for each principle in the lesson using the grammar principle. Practice teaching your companion using the comparisons, and decide upon two or three that you will share with the investigator. Below is a sample list of things from which you can create analogies to teach a gospel principle. Talk to your companion, or if you do not know what a specific thing is because it is from the Thai culture, then ask a member to explain it to you.

1. Gardening
2. Lantern and oil
3. Rice fields (planting and harvesting)
4. Thai dancing
5. Fishing
6. Hot weather / monsoons
7. Hot peppers
8. Farming
9. Cooking
10. Lotus

Reading

K. Read 1 Nephi 8:21–30. Use this passage from Lehi's dream to teach your investigator or recent convert about obedience and studying the scriptures. Answer the following questions with your companion to prepare you to teach.

1. Describe the three types of people in Lehi's dream. What are they doing?
2. What kind of obedience is reflected in each of these groups?

Writing

L. Share with your companion about the different areas you have served in. Write down those areas and the ways in which they are similar or different. Example: Mahasarakham and Sagonakhon are both small cities. Give each other 5–10 examples. If you are serving in your first area, ask your companion about other areas in which he or she has served and how they compare to your current area.

Group

Speaking

M. Scenario: เป้ has been an investigator for many months now, but he hasn't had the courage to talk with his parents about getting their permission to be baptized. He is 18 years old and has a strong testimony, but he's afraid of what his parents will say if he tells them about his desire to become a Christian. Have one missionary take the role of เป้ while the other takes the role of the missionary. The one in the role of the missionary selects and shares a scripture story that he or she feels will help increase เป้'s faith and give him courage to share his feelings about the gospel with his parents. When you finish, switch roles with your companion.

N. Scenario: พี่อาม has been learning with you for a couple of weeks and really loves the gospel. He is excited to be baptized and wants to share the gospel with his friends and family. Today he came to you in the lesson and said he has a brother that he wants to introduce you to. With your companion, have one missionary take the role of พี่อาม and the other of the missionary. As the missionary, ask พี่อาม questions to find out more about his brother. Using other grammar principles that you have learned, ask พี่อาม for his brother's contact information and ask if you can visit him. Once you are done, switch roles and do it again.

Listening

O. Each person in your group thinks of a random object (e.g., a ladder). Take turns sharing your object and how it relates to the gospel. Example: Each rung on the ladder is like a step that investigators must take in order to prepare for baptism and eventually the temple.

Additional example: A pen being clasped by a hand is like holding onto sins. We cannot be cleansed from sin until we apply the five principles of the gospel of Jesus Christ: 1) Have faith in Jesus Christ and His Atonement, 2) repent, 3) be baptized, 4) receive the gift of the Holy Ghost, and 5) endure to the end.

P. Compare the Thai culture to your native culture. Have each person in the group share something that is either similar or different from his or her native culture. Write the list on a board so that everyone can see it. Copy down some of the phrases you like in your language notebook.

Reading

Q. Read the parable of the sower in Matthew 13:3–23. As a district, talk about the meanings of the As a district, talk about the meanings of the comparisons Jesus made in this parable. Why did he make these comparisons? How does using comparisons or parables help your investigators learn about the gospel? Think of a way to use this parable or another parable of your choice in your teaching. Practice it with your companion. For more ideas of what parables to share, see the Bible Dictionary entry for "Parables." comparisons Jesus made in this parable. Why did he make these comparisons? How does using comparisons or parables help your investigators learn about the gospel? Think of a way to use this parable or another parable of your choice in your teaching. Practice it with your companion. For more ideas of what parables to share, see the Bible Dictionary entry for "Parables."

Changing Verbs into Nouns

Examples

Righteous people who try to restore truth are called **reformers**.	คนชอบธรรมที่พยายามฟื้นฟูความจริงเรียกว่า**นักปฏิรูป**
Worthy priesthood **holders** desire to obey God's commandments.	**ผู้ดำรง**ฐานะปุโรหิตที่มีค่าควรปรารถนาที่จะปฏิบัติตามพระบัญญัติของพระผู้เป็นเจ้า
Enduring to the end includes **doing** good works.	**การอดทน**จนถึงที่สุดรวมถึงการทำงานดีด้วย
As a result of a sincere **repentance**, we feel **free** from **guilt** and **sorrow**.	ผลของ**การกลับใจ**อย่างจริงจังคือเราจะรู้สึกถึง**การเป็นอิสระ**จาก**ความรู้สึกผิด**และ**ความเศร้าโศก**
The law of chastity means **abstaining** from sexual **relations** before marriage.	กฎพรหมจรรย์หมายถึงการ**ละเว้นความสัมพันธ์**ทางเพศก่อนแต่งงาน

Explanation

Many words in Thai are created by adding a prefix to a verb or an adjective. Doing this takes the meaning of the verb or adjective and changes it to a noun. In this section you learn how to change verbs into nouns in order to describe people and their long term and temporary occupations, titles, and responsibilities. You will also learn how you can follow a similar pattern to change other verbs and adjectives into nouns.

Prefixes: ผู้ and นัก

ผู้: This means "person"; it can be paired with almost any verb to create a noun that describes the title, responsibility, or action of a person. It is typically used to describe roles in temporary situations or unofficial titles, such as those given in a Church meeting (speaker, person giving the opening prayer, etc.).

Grammar: ผู้ + V

Example: ผู้พูด "person" + "to speak" = "speaker"

Other Examples: ผู้สนใจ ("investigator"), ผู้นำ ("conductor"), ผู้นำแพลง ("chorister"), ผู้พูด ("speaker"), ผู้แปล ("interpreter")

นัก: This translates to "person" when it is placed before a verb; it can be paired with certain verbs to create nouns which will typically describe a profession, long-term occupation, or status.

Grammar: นัก + V

Example: นักบิน "นัก" + "to fly" = "pilot"

Other Examples: นักเขียน ("writer"), นักศึกษา ("student"), นักร้อง ("singer"), นักแสดง ("actor"), นักกีฬา ("athlete"), นักว่ายน้ำ ("swimmer"), นักธุรกิจ ("businessman")

Some occupations have an alternate word that does not use นัก or ผู้, such as ศิลปิน ("artist"), อาจารย์ ("professor"), and พยาบาล ("nurse"). If you are not sure what the word is, or if there is an assigned word, you can combine a verb with either ผู้ or นัก to describe a person's profession or title. If it is incorrect, a native will understand what you are describing and likely correct you.

Prefixes: การ คำ ความ

การ: This is the prefix that is placed in front of action verbs to change them to nouns of a similar meaning.

Grammar: การ + action verb

Examples:

Verb	Changed to Noun	Example sentence
วิ่ง—"to run"	การวิ่ง—"running"	เขาเหนื่อยจาก**การวิ่ง** He was tired from running.
ทำ—"to do"	การทำ—"doing"	**การทำ**สิ่งที่ถูกต้องจะนำให้พรเข้ามาในชีวิตเรา Doing what is right will always bring blessings into our lives.
รักษา—"to keep"	การรักษา—"keeping"	**การรักษา**พันธสัญญาเป็นสิ่งที่สำคัญมาก Keeping the commandments is very important.
เตรียม—"to prepare"	การเตรียม—"preparing"	ใน**การเตรียม**ที่จะเป็นผู้สอนศาสนา ผมเริ่มอ่านพระคำภีร์มอร์มอนมากขึ้นอย่างตั้งใจ In preparing to be a missionary, I started to read the Book of Mormon more intently.
มี—"to have"	การมี—"having"	เราสอนพี่น้อยเกี่ยวกับ**การมีศรัทธา**ในพระคริสต์ We taught น้อย about having faith in Christ.
สวดอ้อนวอน—"to pray"	การสวดอ้อนวอน—"praying"	**การสวดอ้อนวอน**เป็นพระบัญญัติจากพระบิดาบนสวรรค์ Praying is a commandment from Heavenly Father.

คำ: This acts as a prefix when placed in front verbs that involve writing or speaking in a general sense.

Grammar: คำ + writing/speaking verb

Examples:

Writing/ Speaking Verb	Changed to Noun	Example sentence
ถาม—"to ask"	คำถาม—"question"	คุณมี**คำถาม**อะไรไหม Do you have any questions?
สวดอ้อนวอน—"to pray"	คำสวดอ้อนวอน—"prayer"	พระบิดาบนสวรรค์ได้ยินและจะให้คำตอบถึง**คำสวดอ้อนวอน**ของคุณ Heavenly Father hears and answers your prayers.
สอน—"to teach"	คำสอน—"teachings"	ถ้าเราตาม**คำสอน**ของพระเยซูคริสต์เราสามารถอยู่กับ พระองค์อีกครั้ง If we follow the teachings of Christ, we can live with Him again.
พูด—"to speak"	คำพูด—"words/ speech"	เราฟัง**คำพูด**ของศาสดาพยากรณ์ได้ในการประชุมใหญ่สามัญ We can hear the words of the prophets in general conference.
ตอบ—"to answer"	คำตอบ—"answer"	คุณได้รับ**คำตอบ**ไหม? Have you received an answer?

ความ: This is the prefix that is placed in front of feeling and thinking verbs.

Grammar: ความ + feeling/thinking verb

Examples:

Feeling/ Thinking Verb	Changed to Noun	Example sentence
คิด—"to think"	ความคิด —"thought"	"เมื่อเจ้าไม่ใช้**ความคิด**นอกจากจะถามเรา" "When you took no thought save it was to ask me" (D&C 9:7).
อดทน—"to endure"	ความอดทน —"patience"	**ความอดทน**เป็นคุณลักษณะเหมือนอย่างพระคริสต์ Patience is a Christlike attribute.
กลัว—"to fear"	ความกลัว —"fear"	เราสามารถเอาชนะ**ความกลัว**ของเราได้โดยผ่านการชดใช้ ของพระเยซูคริสต์ We can overcome our fears through the Atonement of Christ.
รัก—"to love"	ความรัก—"love"	"ไม่มีความขัดแย้งในแผ่นดิน, เพราะ**ความรัก**ของ พระผู้เป็นเจ้าซึ่งสถิตอยู่ในใจผู้คน" "There was no contention in the land, because of the love of God which did dwell in the hearts of the people" (4 Nephi 1:15).
รู้—"to know"	ความรู้ —"knowledge"	"ศรัทธาไม่ใช่การมี**ความรู้**อันสมบูรณ์" "Faith is not to have a perfect knowledge of things" (Alma 32:21).

Activities

Personal

Speaking

A. Prepare a five-minute talk about the gift of the Holy Ghost. Talk about why the Holy Ghost is important. Make sure you use the prefixes from this lesson in your talk. Practice giving your talk to your companion or a member, and have him or her give you feedback afterwards so you can see how you used this principle. Example: โดยผ่านพระวิญญาณบริสุทธิ์เราสามารถรู้สึกความรัก, ความสงบ, และความเมตตาของพระเจ้า.

Listening

B. While you are proselyting, talk to people about their professions or hobbies. Write down all of the occupations and job descriptions you hear today. Try to use this as a technique to bring up something about the gospel. If you don't recognize a profession or hobby, ask a native to explain it to you or write it down to look up later in a dictionary.

Reading

C. Read the following scriptures and write down a lesson plan to teach your investigator about learning the truth. Use the adjectives and verbs in these passages to describe the characteristics of a person who wants to know the truth.
   1. James 1:5–6
   2. Moroni 10:3–5
   3. Matthew 16:24–25

D. Read the Beatitudes in Matthew 5:3–10. Focus on the way that the word ผู้ is used to describe how the people are blessed, according to Christ. Using what you learn, discuss with your companion how you can become a person with the attributes described by the Savior.

E. Read in Doctrine and Covenants 46:11–33 about the gifts of the Spirit. Write down five gifts that you would like to obtain for yourself, then five gifts you would like your investigators to receive. Seek these gifts and pray for them every day.

Writing

F. Identify the occupations and positions of the people who are involved in your lessons today, including callings for members that help you teach and their job titles. Write these words in your planner. Prepare to teach them about how the gospel will bless them in their careers or responsibilities. For the occupations you do not know, make a point of asking people in your lesson, then record it in your planner. Add all of these to your vocabulary list and write their translations in English.

G. Change the following verbs into nouns by filling in the blank with the proper prefix (การ, คำ, or ความ) and the Thai word. Check your answers in the answer key.

   Example: เรียน (“learning”) __การเรียน__

   1. แปล (“the translation”) _____
   2. รอด (“salvation”) _____
   3. ยืนยัน (“testifying”) _____
   4. ซื่อสัตย์ (“honesty”) _____
   5. ติดต่อ (“communicating”) _____
   6. แนะนำ (“advice”) _____
   7. รู้ (“knowledge”) _____
   8. จริง (“truth”) _____
   9. พูด (“speech”) _____
   10. รักษา (“keeping”) _____
   11. เชื่อฟัง (“obedience”) _____
   12. รู้สึก (“feeling”) _____
   13. ไว้วางใจ (“trust”) _____
   14. เชื่อ (“belief”) _____
   15. กลับใจ (“repentance”) _____
   16. ทำตาม (“following”) _____
   17. ตาย (“death”) _____
   18. ฟื้นฟู (“restoration”) _____
   19. พยากรณ์ (“prophecy”) _____
   20. นำทาง (“guidance”) _____

Companion

Speaking

H. Read the last paragraph of the section "Humility" that talks about pride in *Preach My Gospel* chapter 6. This activity will take a little effort but will stretch you so that you will be better able to apply this principle and help bring others to Christ. Take some of the adjectives and verbs from this section and describe a prideful person, using ผู้ and นัก. When you are done, practice describing what you have written to your companion or a native speaker, and get his or her feedback. Choose a figure from the scriptures who you think possesses these attributes. Think about how these attributes affected this person and those around him or her. Practice teaching a lesson on repentance using your example in the lesson. Compare your outfits—how are they different in color or style?

I. Memorize Doctrine and Covenants section 4 with your companion, and discuss some of the attributes that missionaries should have to qualify to preach the gospel. Say it out loud together, line by line. Other suggestions to memorize might include writing the verses on pieces of paper and putting them in your study area so you can refer to them frequently.

Listening

J. Think of questions that you and your companion frequently hear your investigators or other people ask you about your daily activities, and write them down. Then write out how you would answer them using การ, คำ, or ความ. Have your companion or a native speaker check your sentences for accuracy.

K. Share with your companion what you think his or her strengths are, using การ, คำ, or ความ. Discuss some of the strengths of your companionship. Ask for suggestions on how you can improve. Example: ซิสเตอร์แสดงความรักของพระผู้เป็นเจ้ากับผู้สนใจทุกคน.

Reading

L. Read in *Preach My Gospel* at the end of lesson 1, "The Message of the Restoration of the Gospel of Jesus Christ," in the section called "Reformers and World Religious Leaders." This section talks about the lives of historical religious leaders. Read through these passages and look for all of the prefixes ผู้ and นัก. After you have found them all, write them down in your language notebook with their meanings in English. Teach your companion about these reformers and the important role they had in the preparation for the Restoration. Focus on your use of prefixes.

Writing

M. Below is a list of some prophets and their former occupations. Write the translations for occupations in Thai, then make each into a sentence. Compare with your companion, then check your answers in the answer key. Teach your companion a lesson about following the prophet, and include the descriptions of some of the prophets with their occupations. (Read "Follow the Prophet" from chapter 3 in *Preach My Gospel*.)

Thomas S. Monson	soldier, general manager	
Gordon B. Hinckley	executive secretary	
Howard W. Hunter	banker, lawyer	
Joseph Smith	farmer	

Group

Speaking

N. Jesus Christ is called by many names in the scriptures, and it's important to be able to recognize them when reading so you can identify Him to your investigators. Look in the index to the Thai triple combination for different names of Jesus Christ. Write these names on the board, along with a reference of where each is found (e.g., Master, teacher). As a group, talk about how you can help your investigators learn more about who Christ is.

O. Scenario: Ann is a mother of three children and is married to an active member of the Church. She has been taught by many missionaries before, but she has never been baptized because she does not believe that God calls prophets in our day. Practice teaching Ann about living prophets and their role on the earth today. Remember to focus on using prefixes to describe the role of prophets. Help Ann know how she can gain a testimony of these things for herself. Divide into groups of three, having one missionary take the role of the investigator, one of the member, and another of the missionary. Once finished, switch roles and do it again. Get feedback from the people in your group about your use of prefixes.

Listening

P. With your group, share and write down adjectives and verbs that describe a successful missionary (read chapter 1 the section called "A Successful Missionary" of *Preach My Gospel*). Have one person write a list of the nouns that have การ, คำ, or ความ. Talk about what you would need to do/think/feel/have in order to be a successful missionary, and focus on using the nouns from your list or other words that have the prefixes การ, คำ, or ความ. Set a goal to work on one of the attributes of a successful missionary.

1. Goal 1:
2. Goal 2:

Q. Consider how a missionary should answer the following questions from investigators:

1. What's the difference between your church and any other church or religion?
2. Aren't all churches true and good?

Tell every missionary to prepare to use การ, คำ, or ความ in their answers. Help the missionaries in your district by sharing ideas, scriptures, analogies, principles, and teaching skills to help Thai people overcome these stumbling blocks. Then practice teaching your companion, using some of the suggestions you came up with.

Classifiers

Examples

How many **siblings** do you have?	มีพี่น้องกี่**คน**ครับ (คะ)
To get there, it takes about an **hour**.	จะไปที่นั่นต้องใช้เวลาประมาณหนึ่ง**ชั่วโมง**
Driving, it will take just a few **minutes**.	ขับรถไปแค่ไม่กี่**นาที**ก็ถึง
Repentance is the second **principle** of the gospel.	การกลับใจเป็นหลักธรรม**ข้อ**ที่สองของพระกิตติคุณ
How much does **this** cost?	**อัน**นี้ราคาเท่าไรครับ (คะ)

Explanation

This section will teach you the correct grammar to use when quantifying any number of objects.

Quantifying Nouns

In the Thai language, every noun has its own classifier, which will often be a smaller word that categorizes the noun with its basic function or definition. Classifiers are necessary to use when quantifying or counting one or more nouns. To use a classifier in a sentence structure, the classifier will come after the noun and specified quantity or after the questioning word "how many."

Grammar: N + quantity + classifier

For example, the Thai classifier for "people" is the word คน. If someone were to ask how many siblings you have, and you had two siblings*, you would respond by saying, ผมมีพี่น้องสามคน ("I have three siblings"), which literally translates to "I have siblings (*noun*) three (*quantity*) people (*classifier*)."

*In Thai, you always include yourself when counting the number of siblings you have or the number of people in your family.

Below is a list of commonly used classifiers, their literal translations (when not being used as classifiers), the types of nouns used with each classifier, and examples of how each can be used.

Classifier	Classifier Category	Translation	Example
อัน	Used as a general classifier for everything except people and animals; can be used as a default classifier (especially if you are not sure what the specific classifier is for an object); used most often when asking a question	"thing"	ฉันต้องการกิ๊บสี่**อัน** I need four hair pins. เอา**อัน**ไหน? Which one do you want? คุณต้องการกี่**อัน**? How many do you need?
ตัว	Used for animals, clothing, furniture, or letters of the alphabet	"body"	พี่พลอยมีหมาสอง**ตัว** พลอย has two dogs.

Classifier	Classifier Category	Translation	Example
ลูก	Used for round things such as watermelon, oranges, round sports equipment, or scoops of ice cream	"child"	ที่สเวนเซ่นส์ ปกติฉันจะเอารสสติคกี้ซูวี่สอง**ลูก** At Swenson's, I usually get two scoops of Sticky Chewy Ice Cream.
จาน	Used for dishes of food (typically when ordering a meal)	"plate"	เอาข้าวผัดสอง**จาน** I'll have two orders of fried rice.
ใบ	Used for leaves, luggage, or pillows	"leaf"	ผมเอากระเป๋าสาม**ใบ**มาที่ประเทศไทย I brought three suitcases to Thailand.
เล่ม	Used for books or knives	"book"	ศาสนาจักเรามีพระคัมภีร์สี่**เล่ม** Our Church has four books of scripture.
ที่	Used for locations	"that"	มีพระวิหารหลาย**ที่**อยู่ทั่วโลก There are many temples all around the world.
ชิ้น	Used for small pieces of a whole	"piece"	มีพิซซ่าเหลืออยู่ห้า**ชิ้น** There are five pieces of pizza left.
คัน	Use for cars, bicycles, or motorcycles	"rod"	เครื่องล็อคจักรยานฉันสามารถล็อกจักรยานได้สาม**คัน** My bike lock can fit around three bikes.
เส้น	Used for long skinny things such as neckties, wires, rope, or string	"string/ line"	บราเดอร์โอมีเนคไทสิบ**เส้น** Brother โอ has 10 neckties.
ต้น	Used for trees, bushes, or leafy green vegetables	"tree"	เมื่อทำผัดเปรี้ยวหวาน คุณต้องใส่ต้นหอมสอง**ต้น** When making sweet and sour chicken, you need to use two green onions.
หลัง	Used for buildings and houses	"after/ behind"	ที่กรุงเทพมีบ้านใหญ่ๆหลาย**หลัง** There are several big houses in Bangkok.
คู่	Used for pairs of objects such as shoes or companions	"couple"	ปกติที่เขตอโศกมีผู้สอนศาสนาสี่**คู่** Usually in the Asoke area there are four pairs of missionaries.
ข้อ	Used for words, questions, phrases, verses, etc.	"article"	พระคำแห่งปัญญามีห้า**ข้อ** The Word of Wisdom has five principles.
ฟอง	Used for eggs	"bubble"	ถ้าคุณกำลังทำไข่เจี๋ยวเพื่อคนหนึ่ง คุณต้องใช้ไข่อย่างน้อยสอง**ฟอง** If you are making a fried egg for one person, you only need at least two eggs.
ขวด	Used for bottles	"bottle"	เอาน้ำสอง**ขวด** I'll have two bottles of water.

Classifier	Classifier Category	Translation	Example
ชั้น	Used for anything with different levels	"level"	โบสถ์ที่อุดรฯมีสอง**ชั้น** The church in Udon has two floors.
แก้ว	Used for glasses (of a beverage)	"glass"	เธอเติมน้ำใส่สี่**แก้ว** She poured eight glasses of water.
องค์	Used for deity, holy people, or angels (when used for God or Christ, it is customary to place พระ beforehand; see section on royal language)	"holy person"	**องค์**หนึ่งรับสั่งกับข้าพเจ้าโดยทรงเรียกชื่อข้าพเจ้า "One of them spake unto me, calling me by name" (JS-H 1:17). *See special exception below.

*Note: It can be overwhelming to try to memorize all the classifiers at one time as there are over 300 different classifiers in Thai. Learning classifiers comes quickly as you listen to native speakers and speak the language. If you use an incorrect classifier, a native speaker will help you learn the correct one.

Pattern Practice

Subject	Verb	Noun	Number	Classifier	
ผม *I*	**มี** *have*	**พี่ น้อง** *siblings*	**สาม** *three*	**คน** *people*	**ค่ะ/ครับ** *(polite word)*
ผม *I (m)*	**มี** *have*	**พี่ น้อง** *siblings*	**กี่** *how many?*	**คน** *(classifier for) people*	**ค่ะ/ครับ** *(polite word)*
ซิสเตอร์ I (f)		**พี่/น้อง ชาย** *older/younger brother*	**สอง** *two*	**เล่ม** *(classifier for)* *books candlesticks knives axes*	
เรา *We*		**พี่/น้อง สาว** *older/younger sister*	**สาม** *three*		
เขา *He/she*		**ลูก** *children*	**ห้า** *five*	**คัน** *(classifier for)* *bicycles vehicles spoons forks*	
คุณ *You*		**ลูกชาย/สาว** *son/daughter*	**เก้า** *nine*		
		หลาน *grandchildren*	**หก** *six*	**คู่** *(classifier for)* *pairs of things*	
		จักรยาน *bicycle*	**สิบหก** *sixteen*	**ตัว** *(classifier for)* *clothing furniture animals*	
		รองเท้า *shoes*			
		เสื้อ *shirts*		**เส้น** *(classifier for)* *ties strings long skinny things*	
		เนคไท *ties*			
		สมุดบันทึกการศึกษา *study journal*			

Special Exception: Classifying Only One

There can sometimes be exceptions in the grammar structure above when quantifying only one noun. In that case, the noun can be omitted and the classifier will come before the quantity. In many cases, you can use both sentence structures when quantifying only one noun.

Grammar: classifier + quantity (one)

Examples:

English	Classifier + Quantity (One)
I'll have another plate.	ขออีก**จานหนึ่ง**
Yesterday I read a verse in the scriptures in the Book of Mormon that I want to share.	เมื่อวานผมอ่าน**ข้อหนึ่ง**ในพระคัมภีร์มอรมอนที่ผมอยากแบ่งบัน
I know of someone who can help us.	ฉันรู้จัก**คนหนึ่ง**ที่สามารถช่วยเราได้

Pattern Practice

Subject		Verb	Classifier	"only one"	Verb Phrase		
พระเยซูคริสต์ *Jesus Christ*		**เป็น** *was*	**องค์** *royal being*	**เดียว** *only one*	**ที่ชดใช้บาปของเราได้** *that atone for our sins can*		**ครับ/ค่ะ** *(polite word)*
พระเยซูคริสต์ *Jesus Christ*	**(จะ)** *(will)*	**เป็น** *is/was*	**องค์** *(classifier for)* *royal beings*	**เดียว** *only one*	**ที่ชดใช้บาปของเราได้** *that atone for our sins can*	**หรือ** *(right?)*	**ครับ/ค่ะ** *(polite word)*
ชีวิตนี้ *This life*	**(ไม่)** *(not)*	**อยู่** *are (located)*	**คน** *(classifier for)* *people*		**ที่ช่วยเราได้รับความรอด** *that can help us receive salvation*	**ใช่ไหม** *(right?)*	
เรา *We*	**(จะไม่)** *(will not)*	**มี** *have*			**ที่ไม่เคยทำบาป** *that has never sinned*		
บัพติศมา *Baptism*		**รับบัพติศมา** *be baptized*	**ครั้ง** *(classifier for)* *time* *instance*		**ในชีวิตของเรา** *in life of ours*		
					เมื่อเรารู้สึกท้อถอย *when we feel discouraged*		
			ชีวิต *(classifier for)* *life*		**ที่จะเตรียมพบพระผู้เป็นเจ้า** *in order to prepare to meet God*		
					ที่นำไปสู่ชีวิตนิรันดร์ *that leads to eternal life*		
			ทาง *(classifier for)* *way* *path*		**ที่เอาชนะ** *that overcome*	**ความตายทางวิญญาณได้** *death spiritually could*	
						ความตายทางร่างกายได้ *death physically could*	
						บาปได้ *sin could*	

Activities

Personal

Speaking

A. Practice with the classifiers that you know. Talk about objects that you see around you, and try to use the correct classifier for each. Then ask a native what the correct classifier is for that object. If you were incorrect before, write the object and classifier down in your language notebook. Example: ผมเห็นเครื่องบิน ลำใหญ่ผ่านไป ถูกต้องไหม(ครับ)?

Listening

B. While you are out today, listen for examples of classifiers and write down any new words you hear. If you are unsure of what someone said, ask him or her to spell it out loud for you. To help you remember the new classifier you learned, take time in your language study to write down your own sentence for each classifier you heard.

Reading

C. Read in Ether 3:1 about the Jaredite barges and how they were to be lit. Identify the classifier that is used in this story, and write down in Thai how many barges and stones the Jaredites had, focusing on using the correct classifiers. Compare your summary with the example in the answer key.

D. Read in Matthew 25:15–20 about the parable of the talents. Identify the classifier that is used in this parable, and write down the amounts of the talents that each person had. Write a summary of the story in Thai, and focus on using the correct classifiers when referring to the talents and the servants. Include how many talents each servant started with and ended with. Compare your answer with the example in the answer key. Check your summary with your companion or a native speaker.

Writing

E. Write the correct classifier in Thai next to the word provided. Check your answers, although answers may vary. Example: plate → จาน

1. bottle
2. computer
3. paper
4. ข้าวเหนียว
5. taxi
6. dog
7. backpack
8. หมูปิ้ง
9. egg
10. shoes
11. house
12. mango
13. marker
14. birthday
15. towel

F. Write the nouns given below in a sentence using the correct classifier. Check the answer key for the correct classifier. Show your sentences to a native and have him or her help you correct any mistakes. Example: Scriptures → เรามีพระคัมภีร์สองเล่ม

1. tree of life
2. prophets
3. temple
4. Holy Ghost
5. nametags
6. hymnbooks
7. priests
8. mission companionships
9. sheep
10. witness
11. ordinances
12. sins
13. tie
14. cigarettes
15. year

Companion

Speaking

G. Scenario: It is transfer week and you have just been called to move to a different area. As you are packing your suitcase, go over all of your belongings with your companion to make sure you haven't forgotten anything. With your companion, also practice going over the different belongings that you would need to pack as you prepare to move to a different area. Once you are finished, switch roles and do it again.

H. Retell the story of David and Goliath to your companion (you may need to review the details of the story in 1 Samuel 17). Tell your companion to pay attention to how you use classifiers in your teaching. Get feedback on how you can use classifiers to teach with greater clarity.

Listening

I. Prepare to teach the first lesson, and ask the person you are teaching ahead of time if he or she would share Joseph Smith's story. As you listen to him or her relate this story, pay attention to how he or she uses classifiers in describing and specifying the number of nouns.

J. While eating lunch with your companion, listen to all of the classifiers people use to order food and drinks. Take turns classifying as many objects as you can, then make each into a sentence. Example: plate → กินข้าวสองจาน

Reading

K. Read in Luke 15:4–6 about the parable of the lost sheep. Focus on how the classifier is used grammatically when referring to one, 99, and 100 sheep. In your language notebook, explain in your own words how to use the classifier in these situations involving singular and plural objects. Check your answers. Explain your answer to your companion or a native speaker to solidify your understanding.

Writing

L. Write a summary of the parable of the ten virgins (you may need to review the details of the story in Matthew 25:1–10). Use this summary to plan a lesson and teach your recent converts about repentance and being prepared for the second coming of Christ.

Group

Speaking

M. Scenario: Lately, you and your companion have been struggling to find people to teach. In your companionship study, you read in *Preach My Gospel* that "addressing the importance of the family with those you meet each day will help you find people to teach." With your new emphasis on families, you walk into a neighborhood and start contacting people about the blessings that the gospel can bring to their families. As you are teaching, you meet a man named พี่ต้อม who is kicking a soccer ball around with his young son. You stop to talk to him and ask him about his family. He seems very friendly and invites you to come inside for a drink of water. Have one missionary take the role of พี่ต้อม and the other of the missionary. Talk to พี่ต้อม about his family and testify to him about how the gospel has blessed you and your family. Once you are finished, switch roles and do it again.

N. Have the missionaries in your district come prepared with information to share about one or two of their investigators. This should include information about their families, living situations, experiences with the Church, religious beliefs, etc. Have each missionary pair up with someone besides his or her companion, and give each person time to share about his or her investigator while using as many classifiers as possible. Example: "ต้น has two younger sisters and one older brother. He has a fishing boat and fishes four times a week."

Listening

O. Have each person in the group share his or her favorite scripture in Thai. Use the appropriate classifiers (e.g., บท, ข้อ) to give the reference and page number. While you wait for everyone to open to that page, give a brief description to preface what is happening in the scripture. Write the list of scriptures that people share on the board so that everyone can see it. Copy down some of the useful phrases you hear from other missionaries to introduce a scripture with classifiers in your language notebook.

P. Scenario: Have each person in your group take turns being a waiter or waitress who will take everyone's orders and write them down on a piece of paper. Encourage group members to use as many classifiers as they can.

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Describing Objects, People, and Their Characteristics

- Adjectives
- Comparisons
- Changing verbs into nouns
- Classifiers

Activities

Personal

Speaking

A. Open to the last page of lesson 1 in *Preach My Gospel* and read through some of the key definitions. Look at some of the vocabulary terms that you find difficult to explain, and practice giving a description out loud. Use adjectives, comparisons, and verbs that have been changed to nouns and classifiers. Write the description in your language notebook.

Listening

B. Ask a native to compare two different areas of Thailand. Talk about differences in the people, their accents, their food, and their lifestyles. For example, compare your area with the south of Thailand. Write down the main differences between the two areas in your language notebook.

Reading

C. Read Doctrine and Covenants 20:38–65 about the offices of the priesthood. Compare the responsibilities of people in the auxiliaries listed below. Write a sentence using adjectives and comparisons to describe each auxiliary in the Church as if speaking to an investigator. See *Preach My Gospel* lesson 5 for more help with this activity.

1. Priesthood
2. Relief Society
3. Young Women / Young Men
4. Primary
5. Sunday School

D. Read Jacob 5 about the allegory of the tame and wild olive trees. Write down the following symbols in Thai. Check your answers.

1. Wild olive tree
2. Tame olive tree
3. Master of the vineyard
4. Servants
5. Vineyard
6. Branches
7. Fruit

Writing

E. Translate the following sentences into Thai. Check your answers.

1. The Book of Mormon has answers and advice for all of life's challenges.
2. Jesus's earthly father was a carpenter.
3. I know two scriptures that will help you.
4. Satan is a liar and an enemy to God.
5. There are three dogs outside the church.
6. The word of God is like spiritual food for our spirits.
7. The sons of Mosiah were faithful and diligent servants of God.
8. Heavenly Father and Jesus Christ have the same purpose.
9. The scriptures are like a compass that directs us in our everyday lives.
10. There are five copies of the Book of Mormon at the church.

F. Describe the temple by comparing and contrasting it with objects in the scriptures. Read the following scriptures, then write down a comparison about the temple. Check your answers.

Example: 1 Corinthians 3:16—เราเป็นเหมือนพระวิหารเพราะพระวิญญาณบริสุทธิ์สามารถอาศัยอยู่ในตัวเรา

1. Doctrine and Covenants 93:35
2. Mosiah 2:37
3. Alma 7:21

Companion

Speaking

G. Read 3 Nephi 13:24. What does it mean to serve two masters? With your companion, use this scripture to come up with an analogy to illustrate what it means to serve God with all of your "heart, might, mind, and strength." Use a combination of adjectives, comparisons, verbs changed to nouns, and classifiers to talk about ways to become a more consecrated missionary.

H. With your companion, talk about the characteristics of someone who is interested in your message versus someone who is เกรงใจ to listen to your message (listening to your message because they want to be nice to you or they are afraid of offending you by saying no). Take turns with your companion, letting one companion take the role of the investigator who is either interested or เกรงใจ and the other the role of the missionary. Ask your companion questions to find out what type of investigator he or she is. Talk about the investigators you are teaching, discussing how you can help those who are เกรงใจ to become interested in the gospel.

Listening

I. Using adjectives, comparisons, and classifiers, take turns with your companion to describe one of the pictures in the front of the Book of Mormon or the gospel art book without saying any of the names of the people in the picture. Using the clues your companion gives you, try to find the place in the Book of Mormon that depicts this story.

J. Sing these hymns with your companion from the Thai hymnbook. Pay attention as you sing by listening for the adjectives and comparisons in these hymns. Write down five phrases you like the best in your notebook.

1. "Come Thou Fount of Every Blessing" (hymn #22)
2. "The Spirit of God" (hymn #2)
3. "As Sisters in Zion" (hymn #156)
4. "Love at Home" (hymn #144)
5. "Hark All Ye Nations" (hymn #132)

Reading

K. With your companion, read "A Brief Explanation about the Book of Mormon" in the preface to the Book of Mormon. Use adjectives, verbs changed to nouns, and classifiers to describe the Book of Mormon to your companion. What was Mormon's role with the scriptures? What was Moroni's role with the scriptures? Discuss your answers with your companion.

Writing

L. Read Doctrine and Covenants 76:50–92 about the kingdoms of glory. Complete the chart below with the characteristics of each kingdom and the people in each one. Check your answers, although answers may vary. When you are finished filling out the chart, practice comparing and describing the celestial, terrestrial, and telestial kingdoms to your companion.

Example:

Celestial	Terrestrial	Telestial
พวกเขาคือคนเหล่านั้นที่ได้รับประจักษ์พยานถึงพระเยซู	มีรัศมีภาพเหมือนดวงจันทร์	คนเหล่านี้คือคนที่หาได้รับพระกิตติคุณของพระคริสต์ไม่

Group

Speaking

M. Share your favorite scripture with your district. Using the principles in this section, explain a little bit about why it is your favorite, and describe how it relates to your life.

N. Scenario: You and your companion have been teaching a Buddhist family who has been asking to see a picture of your family. In today's lesson, you decided to bring a picture of your family to show to these investigators. As you are sitting down with them, you pull out the picture and introduce your family and describe each person in the picture. With another companionship, have three of the missionaries take the role of the investigator family and have the fourth person be the missionary. Using the grammar principles from this lesson, have the missionary practice describing and comparing his or her family to the investigators. Have the investigators ask questions about the family of the missionary. Once you are finished, switch roles and redo the scenario.

Listening

O. The Savior often taught in parables or comparisons. To follow His example, give each companionship a few classifiers and have them come up with a parable/analogy to teach a principle of the gospel. Once the preparation is over, have companionships practice teaching the group. As you listen to each companionship teach, write down the comparison, the classifiers, and any adjectives used to describe the parable.

P. As a district, pick several principles that are difficult for people with a Buddhist background to understand. For example, you could use God, Jesus Christ, faith, grace, the Atonement, or prophets. Assign two missionaries to describe each principle using adjectives, verbs that have been changed to nouns, and comparisons. For example, if faith is the principle chosen, a descriptive phrase would be ความเชื่อที่เข้มแข็ง, which means "strong belief." Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words, practice teaching using the words listed. Have the missionaries who are listening give feedback to their companions.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Pray** for help to stop smoking. (Requests and commands)
- We **can** return to live with God if we keep the commandments. (Can, able to)
- God **desires** us to have faith. (ให้- all 4 ways)
- I read the scriptures **so that** I can have the spirit. ("For")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What does God want for us?)
- "Heavenly Father Reveals His Gospel in Every Dispensation" (Why did God call prophets? Why do we need them?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (What can we learn from the Book of Mormon? For what purpose was it written?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What is God's purpose and plan for us?)
- "The Atonement" (Why did Christ perform the Atonement? Why do we need it?)
- "Repentance" (What do we need to do in order to repent?)
- "Baptism, Our First Covenant" (Why do we need to be baptized?)
- "Obedience" (Why does God want us to obey?)
- "Pray Often" (What should we pray for? How do we express our needs and desires?)
- "Study the Scriptures" (What are the scriptures for? Why do we need to study them?)
- "Priesthood and Auxiliaries" (What can be done with the priesthood? What are the auxiliaries for?)
- "Missionary Work" (Why should we desire to do missionary work as members?)
- "Temple and Family History" (Why do we need temples? How can we get involved in family history work?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- "Extend Commitment Invitations" (Why does God give us commandments? How can I show encouragement and support?)
- "Give Directions" (How do I tell someone how to get somewhere?)
- "Obtain Referrals" (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- "Offer a Prayer" (How do I ask Heavenly Father for the things that I need?)

Requests and Commands

Examples

May we share a message with your family?	**ขอ**แบ่งปันข่าวสารนี้กับครอบครัวของคุณได้ไหมครับ (คะ)
Could you give us your address and phone number?	เรา**ขอ**ที่อยู่และหมายเลขโทรศัพท์ของคุณได้ไหมครับ (คะ)
I ask Thee to bless my companion.	**ขอ**พระองค์ประทานพรให้คู่ของข้าพระองค์
May I share an experience?	**ขอ**เล่าประสบการณ์ให้ฟังได้ไหมครับ (คะ)
May we read a scripture in the Book of Mormon together?	**ขอ**ให้พวกเราอ่านข้อพระคัมภีร์ในพระคัมภีร์มอรมอนด้วยกันดีไหม

Explanation

In this section you will learn how to make requests and commands.

To Request or Formally Ask

In this grammar principle there are two parts to making a polite request. The first is to use ขอ, which means "to request"/"to ask"/"will you"/"can you" and is followed by the thing you are requesting. The sentence ends with the word หน่อย, which makes the request polite.

Requesting or Asking Someone for an Object

Grammar: ขอ + O + หน่อย

Examples:

May I have your phone number?	**ขอ**เบอร์โทรศัพท์**หน่อย**ได้ไหม?
Can I look at it?	ขอดู**หน่อย**
Can I get some help?	**ขอ**ความช่วยเหลือ**หน่อย**
Can we leave him a message?	**ขอ**ฝากข้อความให้เขา**หน่อย**ได้ไหม?

Request or Ask Someone to Perform a Task

ขอให้ is used in formal and informal settings to make requests or ask someone to perform a task, such as asking for things in prayer or asking someone to perform a task in the form of a question (ได้ไหม—"Can you . . . ?"). ขอให้ can be used for motivational purposes when someone is speaking to a group of people or inviting someone else to change. In that case, ขอให้ would translate to "let us."

Grammar: ขอให้ + S + V + หน่อย + ได้ไหม?

Examples:

Will you help us teach our investigator?	**ขอให้**พี่ช่วยเราสอนผู้สนใจของเรา**หน่อยได้ไหม**
Will you sit with the new member?	**ขอให้**พี่ช่วยนั่งกับสมาชิกใหม่**หน่อยได้ไหม**
Will you go to the class today?	**ขอให้**คุณไปชั้นเรียนวันนี้**ได้ไหม**
Will you read the first chapter in Nephi tonight?	**ขอให้**คุณอ่านบทแรกในหนังสือหนึ่งนีไฟ**หน่อยได้ไหม**
We ask Thee to bless Sister พลอย.	พวกข้าพระองค์**ขอให้**พระองค์โปรดประทานพรแก่ซิสเตอร์พลอย
"Let us follow Jesus Christ, our Lord" (Thomas S. Monson, April 2015).	**ขอให้**เราติดตามพระเยซูคริสต์พระเจ้าของเรา

Commands

Making a command in Thai has a similar structure to making a request or asking someone to perform a task. First you should use ขอให้, followed by the subject and action you would like the person to perform, and then you end the command with the polite word หน่อย. For commands such as telling someone to turn off the lights or to be quiet, you can shorten the command by simply stating the action you would like the person to perform followed by the word หน่อย. Another common way you can make a command is by saying the word ช่วย ("to help") in place of ขอให้. In this context, ช่วย is similar to saying "please can you do this . . . ?"

Grammar: ขอให้ + S + V + หน่อย or ช่วย + V + หน่อย

In formal settings the word กรุณา is used as a way to request or command in a polite way. It is similar to the word "please" in Thai but is always placed at the beginning of a sentence.

Grammar: กรุณา + V + O

Examples:

Fold your arms.	**ขอให้**พี่กอดอก**หน่อย**
Close your eyes.	หลับตา**หน่อย**
Shut the door.	**ช่วย**ปิดประตู**หน่อย**
Turn on the lights.	**ขอให้**น้องเปิดไฟ**หน่อย**
Be quiet.	**กรุณา**พูดเสียงเบาๆ**หน่อย**
Ask questions during the lesson.	**ขอให้**พี่ถามคำถามระหว่างบทเรียน
Go to the sacrament room.	**ช่วย**เข้าไปห้องศีลระลึก**หน่อย**
Meet us tomorrow.	**ขอให้**พี่เจอกับเราวันพรุ่งนี้**หน่อย**
Bring a towel.	**ช่วย**เอาผ้าเช็ดตัวมา**หน่อย**

The word จง is most commonly seen in scriptural language commands, such as จงรักศัตรูกของเจ้า,จงอวยพรคนที่สาปแช่งเจ้า,จงทำดีต่อคนที่ เกลียดเจ้า ("Love your enemies, bless them that curse you, do good to them that hate you" [3 Nephi 12:44]) and จงจำ,จงจำไว้ว่าบนศิลากของพระผู้ไถ่ ของเรา ("Remember, remember that it is upon the rock of our Redeemer" [Helaman 5:12]).

Note: You will often hear the word สิ at the end of a sentence; it emphasizes and intensifies a command. The word สิ is okay for missionaries to use when addressing people younger than themselves but should NOT be used with those who are older than the missionaries or who are in a respected title.

Pattern Practice

Subject	Helping Verb	Noun	Verb Phrase			
พี่ *You*	**ช่วย** *help*		**อ่านให้เราฟัง** *read for us to hear*	**หน่อย** *(polite word)*	**ได้ไหม** *can yes/no?*	**คะ/ครับ** *(polite word)*
พี่ *You (older)*	**ช่วย** *help*		**ปิดทีวี** *turn off the T.V.*	**หน่อย** *(polite word)*	**(ได้ไหม)** *(can yes/no?)*	**ค่ะ/ครับ** *(polite word)*
แม่ *Mom/you (mother's age)*			**สวดอ้อนวอนเปิด** *say the opening prayer*	***ไม่ได้** *can't*		
บราเดอร์ *Brother*			**สวดอ้อนวอนปิด** *say the closing prayer*	***ได้** *can*		
ซิสเตอร์ *I (f)/Sister*			**อ่านให้เราฟัง** *read for us to hear*			
ผม *I (m)*			**อ่านข้อนี้** *read this verse*			
	ขอให้ *request to cause*	**พี่** *You (older)*	**พูดอีก** *say that again*			
		แม่ *Mom/you (mother's age)*	**อธิบายเกี่ยวกับโลกก่อนเกิด** *explain about the pre-earth life*			
		บราเดอร์ *Brother*	**แสดงประจักษ์พยานเกี่ยวกับการชดใช้** *share testimony about the Atonement*			
		ซิสเตอร์ *I (f)/Sister*				

Activities

Personal

Speaking

A. Review your to-do list in your planner for today. Give yourself a list of commands of things you need to do today. Say these commands out loud to yourself.

Listening

B. While you are in sacrament meeting, pay attention to all of the commands that use ขอ that are given to the congregation, especially in the announcements portion of the meeting. Be sure to write them down in your planner or language notebook and then translate them to English.

Reading

C. Write the commands found in these scriptures on a separate sheet of paper. Check your answers.

1. Alma 5:62
2. Alma 38:12
3. Alma 42:31
4. Helaman 5:47
5. 3 Nephi 1:13
6. Doctrine and Covenants 6:36
7. Isaiah 41:10
8. John 13:34

D. Read through the Ten Commandments in Mosiah 12:35–36 and 13:15–24. Most of the commandments are written in the scriptures using ห้าม and จง. Rephrase each commandment in your own words using ขอให้. Write them in your language notebook, then check your answers. The next time you teach the Ten Commandments, say the commands that you wrote down with the regular commandments in the scriptures.

Example: the first commandment → ขอให้ท่านนมัสการพระผู้เป็นเจ้าองค์เดียว

Writing

E. *Preach My Gospel* has a lot of advice for missionaries to remember. Open to the back cover of the manual and read through some of the things it tells you to remember. Choose three things that you would like to remember. Write the phrase "ขอให้จำว่า . . ." followed by the points you are trying to remember this week. Example: ขอให้จำว่าเชื่อฟังโดยไม่บิดพลิ้ว. Write the phrases in a place that you will view them often, like your planner.

F. Write a letter of encouragement to your companion or a recent convert using ขอให้. For example, ขอให้คุณมุ่งหน้าต่อไป or ขอให้คุณเลือกสิ่งดี. You can also give a commitment at the end that will give him or her strength to keep striving to live the gospel.

Companion

Speaking

G. Take turns being the senior companion in your companionship. Throughout the day use commands and polite requests to give your companion directions of where to go, who to call, etc.

H. Practice giving commitments in the form of a command. Refer to the lessons in chapter 3 of *Preach My Gospel* as you practice telling your companion the commitment using ขอให้.

Example: ขอให้คุณอ่านและสวดอ้อนวอนเพื่อให้รู้ว่าพระคัมภีร์มอรมอนเป็นพระคำของพระผู้เป็นเจ้า.

Write down at least one commitment for each lesson in your language notebook.

Listening

I. Looking at the lessons you have scheduled for the week, contact a few members to help you teach. Be courteous to the members you speak to, and listen carefully to the way they respond to your request.

J. With your companion, take turns giving each other commands and requests using ขอ. These can even be multistep commands, such as "Stand up, take your bag to the door, walk back to your desk, and sit down." Give each other about five commands, then switch roles.

Reading

K. In Thai, read "The Priesthood—a Sacred Gift" by President Monson from the May 2015 general priesthood session. Find all the commands and write them on a separate sheet of paper. Check your answers. Discuss with your companion how you can make your teaching more effective using commands.

Writing

L. Write a lesson plan about following the prophet including some examples of prophets and the things they were commanded to do. Example: "The Lord commanded Nephi, saying, 'Build a boat.'" Then practice this lesson out loud with your companion.

Group

Speaking

M. Scenario: You have a lesson today with พี่นิด in which you plan to teach the plan of salvation. พี่นิด has a lot of faith but is a quiet person and usually won't speak unless someone talks to him first. You have been trying to help him open up and make friends at church, so you invited Brother สุชาติ to the lesson to help fellowship him. In the lesson, you try to find ways to get พี่นิด and Brother สุชาติ involved as much as possible. Practice with a group of four missionaries, having one companionship play the roles of พี่นิด and Brother สุชาติ while the other companionship plays the role of the missionaries. Using polite requests, find different ways to get everyone involved in the lesson. After you are finished, switch roles and do it again.

N. You have just moved into a new area where you have been called to be the senior companion. You have an appointment today with พี่เสือ, and it will be your first time really leading a lesson. With your companion, have one missionary take the role of พี่เสือ and the other the role of the missionary. Practice leading the lesson by making polite requests that get พี่เสือ involved. Once you are finished, switch roles and practice again.

Listening

O. Review some of the rules in the white handbook and practice commanding the members of your district to obey a certain rule. Listen to the commandments that each missionary gives. After each commandment, take a moment with your companion to reflect on how well you did keeping that rule today.

P. Ask a native speaker to explain the difference between when to use จง and when to use ขอให้. Summarize to your district what the native explained to you, and come up with a list of examples using each word.

Can, Able To

Examples

Through the Atonement, we **can** be freed from sin.	โดยการชดใช้ เราจะเป็นอิสระจากบาป**ได้**
The Atonement makes it **possible** for us to return to God.	การชดใช้ทำให้เรา**สามารถ**กลับไปหาพระผู้เป็นเจ้า**ได้**
In the temple we **can** be married for time and eternity.	ในพระวิหารเราสามารถแต่งงานสำหรับกาลเวลาและนิรันดร**ได้**
We know you **can** do it.	เรารู้ว่าคุณทำ**ได้**
Through His Atonement, we **can** receive eternal life.	โดยผ่านการชดใช้ของพระองค์เราจะ**สามารถ**ได้รับชีวิตนิรันดร์

Explanation

In this section you will learn the different ways to express “can” and “to be able to.” There are three main words used to express “can” and “to be able to” that depend on a person’s willingness: whether you are giving or asking permission to do something—(ได้), the physical ability to perform a task (ไหว), and whether the person knows how to do something (เป็น).

ได้

ได้ (“can”) is used to form a question and a response. It is used in relation to a person’s ability, willingness, and permission to perform a task. In a question ได้ is placed at the end of the sentence before the yes/no question particle ไหม. In a response the ได้ can be used at the beginning and after the verb.

Grammar: Q: S + V + O + ได้ไหม
A: ได้ or S + V + O + ได้

Examples:

Q: เรากลับมาสอนคุณอีกครั้งได้ไหม Can we come back and teach you again?	A: ได้ Yes (can).
Q: คุณมาที่โบสถ์วันอาทิตย์ได้ไหม Can you come to church on Sunday?	A: มาโบสถ์ได้ I can come to church.
Q: คุณพาเราไปบ้านโจได้ไหม Can you take us to Joe’s house?	A: ได้, ผมพาไปได้ Yes (can), I can take you.

สามารถ (“to be able to”) is almost always paired with ได้ at the end of a sentence.

Grammar: S + สามารถ + V + O + ได้

Examples:

We **can** live with our families forever.	เรา**สามารถ**อยู่กับครอบครัวของเราชั่วนิรันดร์**ได้**
You **can** receive forgiveness for your sins.	**คุณสามารถ**ได้รับการให้อภัยบาปของคุณ**ได้**
Are you **able to** meet at the church?	คุณ**สามารถ**เจอกับเราที่โบสถ**ได้**ไหม

ไหว

ไหว ("physically able to"/"can") can be used to form a question and a response. It is used when talking about someone's or something's physical ability to perform a task. In a question ไหว can be placed at the end of the sentence before the yes/no question particle ไหม. In response to a question, ไหว will be at the beginning of the sentence in response to the question ending and can come after the verb.

Grammar: Q: S + V + O + ไหวไหม

A: ไหว or S + V + O + ไหว

Examples:

Q: คุณขี่จักรยานคุณไหวไหม? Are you able to ride your bike?	A: ไหวค่ะ Yes (can).
Q: คุณไปปีนเขาไหวไหม? Are you able to go hiking?	A: ปีนเขาไม่ไหว I am not able to go hiking.
Q: คุณจะไปโบสถ์วันนี้ไหม? Are you going to church today?	A: ไปไม่ไหว I am not physically able to go today.

เป็น

เป็น ("to know how to") can be used to form a question and a response and is used to ask about or explain one's knowledge or experience with how to do something. เป็น follows the same grammar structure as ได้ and ไหว.

Grammar: Q: S + V + O + เป็นไหม

A: เป็น or S + V + O + เป็น

Examples:

Q: คุณอ่านภาษาไทยเป็นไหม? Can you (do you know how to) read Thai?	A: อ่านเป็น Yes (can).
Q: คุณขับรถเป็นไหม? Can you (do you know how to) drive a car?	A: ขับเป็น Yes (can).
Q: คุณกินส้มตำลาวเป็นไหม? Can you eat papaya salad Laos style?	A: *กินไม่เป็น No (cannot), I don't know how to eat it.

*Saying กินไม่เป็น is a very polite and acceptable way to decline food that you do not want to eat.

Pattern Practice

Subject	Verb Phrase		"can"		
บราเดอร์ *Brother*	**ช่วยส่งข้าวหน่อย** *help pass the rice*		**ได้** *can*	**ไหม** *yes/no?*	**ครับ/ค่ะ** *(polite word)*
ผม *I (m)* **คุณ** *You* **ซิสเตอร์** *I (f)/Sister* **บราเดอร์** *Brother* **เอ็ลเดอร์** *Elder*	**ช่วยส่งข้าวหน่อย** *help pass the rice* **นั่งสมาธิ** *sit cross legged* **ใช้ตะเกียบ** *use chopsticks* **ทำอาหารไทย** *make Thai food* **ทำอาหารฝรั่ง** *make American food* **กินอาหารไทย** *eat Thai food* **กินอาหารเผ็ด** *eat spicy food* **กินอีกหน่อย** *eat more*	**(ไม่)** *(not)*	**ได้** *can (ability to or permission to)* **เป็น** *can (to know how to)* **ไหว** *can (physically able to)*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*

Activities

Personal

Speaking

A. Practice giving commitments using the word ได้. Refer to the lessons in chapter 3 of *Preach My Gospel* as you practice giving the commitments. Give at least one commitment from each lesson. Example: คุณจะอ่านและสวดอ้อนวอนเพื่อให้รู้ว่าพระคัมภีร์มอรมอนเป็นพระคำของพระผู้เป็นเจ้าได้ไหม?

Listening

B. Listen in church for any examples of ได้, ไหว, and เป็น. Make a chart in your language notebook with three columns, labeling them ได้, ไหว, and เป็น. Then write all the examples that you hear in church. Write down your own example for each word underneath the other examples. Check your sentences with a native speaker.

Reading

C. Study the section "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. In preparation for a first appointment with a new investigator, think about questions or phrases you might say to help you gain the investigator's trust and set expectations. Memorize bullets 5, 6, and 7 from this section of *Preach My Gospel*. Use them the next time you teach a new investigator.

D. Read 2 Nephi 27:17–18 and Joseph Smith—History 1:64–65. Look for all the examples of ได้ and เป็น in these verses. What does the scripture mean when it says ข้าพเจ้าอ่านไม่ได้? Why are learned men unable to read the book? Check your answers.

Writing

E. Translate the sentences from English to Thai. Check your answers.
   1. Will you be baptized on March third?
   2. Can you pray?
   3. Can you speak a little slower, please?
   4. May we come back and teach you again?
   5. I don't know how to eat noodles.
   6. Yes, I will come to church.
   7. Do you play the piano?
   8. Is Christ able to take away our sins?
   9. I can't find the church.
   10. Can you read Thai?
   11. I'm so full, I can't take another bite.

F. Write down all of the commitments and reading assignments for your investigator on a notecard you give him or her at the conclusion of the lesson. Make note of the commitments that you give so you can follow up on them in the next lesson.

Companion

Speaking

G. Choose one or more of the commandments from lesson 4 in *Preach My Gospel* that you want to teach this week. Decide with your companion what commitments you want to leave using ได้. Plan out the lesson and decide when you will leave the commitments. Practice extending these commitments to your companion. After you practice teaching, talk about the possible responses (positive or negative) that the investigator could have in regards to the commitment. Talk about how you could change the way you teach or extend the commitment so that your investigator will keep the commitment. Practice this with each commitment in the lesson.

H. Talk to your companion about some of your talents using เป็น. Talk about how you can use these talents to serve one another or someone in your area. Find a way to teach another person how to do your talent. Examples: If you play the piano, you can teach your companion or a member how to play a hymn. Or if you are good at reading in Thai, you might find a missionary who is struggling to learn how to read and teach him or her.

Listening

I. Ask a member to explain when to use ได้, ไหว, and เป็น. Listen to the member's response and have him or her share an example or two with each word. Then, in your language notebook, write your own sentence for each word in the form of a question. Then you and your companion take turns asking the member these questions. Carefully note how the member responds and the commitment level included in his or her response.

J. Prepare a lesson about conversion and the steps of conversion to teach a recent convert or less-active member. In this lesson, ask the convert or less-active member to share what commitments helped him or her progress the most and why. What commitments did he or she struggle with in particular? Use the person's feedback to improve your teaching with your current investigators.

Reading

K. Look over the former investigator records in your area book and choose two individuals. Read their records, and see which commitments they kept and which they did not keep. Discuss as a companionship why they may not have kept the commitments. In a role play, practice extending these commitments or others that you feel these individuals need at this time, and make sure to focus on what you would say to help them overcome their concerns as well. If possible, try to contact these individuals and teach them, focusing on the commitments that you have practiced.

Writing

L. Read Moroni 10:6–11 with your companion. Use ได้ and เป็น to write down what a good or evil man can and cannot do. Check your answers.

Group

Speaking

M. Brother ต้อม invited you and your companion over for family home evening and to eat dinner with them. Brother ต้อม and his wife love making food for the missionaries and having them try new foods that they have never had before. As they offer you food, be courteous and polite and make sure that you try everything that they offer you. Have one missionary take the role of Brother ต้อม and the other the role of the missionary. Practice asking and answering questions about the food and how you like it. After you are finished, switch roles and do it again.

N. Scenario: You were recently transferred to a new area, and on your first Sunday there, the bishop invites you over to his house for dinner to get to know you. As you are still at church, he asks you what kind of food you like so he will know what to prepare for dinner. With your companion, have one missionary take the role of the bishop and the other the role of the missionary. As the bishop, ask the missionary questions about the type of food he or she would like to have for dinner. Once you are finished, switch roles and do it again.

Listening

O. Share your talents with your district using เป็น. You may want to demonstrate your talent in front of your district. Listen as the members of your district share one thing they consider to be a talent, and write each in your language notebook.

P. Some investigators you will teach, especially in rural areas, may not know how to read, and it can be a sensitive issue that you will need to know about and work with. As a district, discuss ways that you would help someone who is unable to read gain a testimony of the Book of Mormon. Think of appropriate activities and commitments you could leave that person. Using ได้, ไหว, and เป็น, practice a scenario in which you teach a Thai person that cannot read. Begin by asking whether or not the person is able to read Thai. Then share a short lesson and leave the person with a commitment that he or she could do to increase his or her faith in Christ and gain a testimony of the Book of Mormon even without reading.

ให้ Different Meanings

Examples

Heavenly Father has prepared a plan **for** us.	พระบิดาบนสวรรค์ทรงเตรียมแผน**ให้**เรา
The law of tithing gives us the opportunity **to** show our faith.	กฎส่วนสิบเปิดโอกาส**ให้**เราแสดงศรัทธาของเรา
The Melchizedek Priesthood is the authority to **give** blessings.	ฐานะปุโรหิตแห่งเม็ลคิเซเด็คคือสิทธิอำนาจในการ**ให้**พร
We help others by **giving** of our time.	เราช่วยคนอื่นโดย**ให้**เวลาของเรา
We **must** show that we accept Him.	เราต้องแสดง**ให้**เห็นว่าเรายอมรับพระองค์

Explanation

In this section you will learn the four different ways to say ให้.

1. ให้—for the benefit of someone or something
2. ให้—to give something to someone
3. ให้—to let or have someone do something
4. ให้—to have or cause someone (to) do or feel something

1. ให้—For the Benefit of Someone or Something

This word is used when what you are doing is for the benefit of someone or something.

Grammar: S + V + O + ให้ + O/pronoun

Jesus Christ atoned **for** everyone's sins.	พระเยซูคริสต์ทรงชดใช้บาป**ให้**ทุกคน
We will pray **for** แม่พร.	เราจะสวดอ้อนวอน**ให้**แม่พร
I will clean your dishes **for** you.	ผมจะล้างจาน**ให้**คุณ
Sister ปิ่น sang special song **for** everyone.	ซิสเตอร์ปิ่นร้องเพลงพิเศษ**ให้**ทุกคน

2. ให้—To Give Something to Someone

This word is used when you are giving a tangible or non-tangible object to someone.

Grammar: S + V + O + ให้ + pronoun

We have a Book of Mormon **for** you.	เรามีพระคัมภีร์มอรมอน**ให้**คุณ
I bought a treat **for** my companion.	ฉันซื้อขนม**ให้**คู่ฉัน
She wrote her testimony in a letter and sent it **to** her parents.	เธอเขียนประจักษ์พยานของเธอในจดหมายและส่ง**ให้**พ่อแม่เธอ
Brother กร drew a picture of the plan of salvation **for** our investigator.	บราเดอร์กรวาดรูปแผนแห่งความรอด**ให้**ผู้สนใจของเรา

Pattern Practice

Subject	Verb	Noun	"to"	Noun	Prepositional Phrase		
พระวิญญาณบริสุทธิ์ *The Holy Ghost*	**ให้** *to give*	**คำตอบ** *answer*	**แก่** *to*	**เรา** *us*	**เมื่อเราถาม** *when we ask*		**ค่ะ/ครับ** *(polite word)*
พระวิญญาณบริสุทธิ์ *The Holy Ghost*	**ให้** *to give*	**อะไร** *what*	**แก่** *to*	**เรา** *us*	**เมื่อเราขอ** *when we request*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *(polite word)*
พระเยซูคริสต์ *Jesus Christ*		**การนำทาง** *guidance*			**เมื่อเราถาม** *when we ask*		
พระผู้เป็นเจ้า *God*		**การยืนยัน** *confirmation*			**เมื่อเราต้องการ** *when we need it*		
พระบิดาบนสวรรค์ *Heavenly Father*		**การดลใจ** *inspiration*			**เมื่อเราสวดอ้อนวอน** *when we pray*		
พระผู้ช่วยให้รอด *The Savior*		**คำตอบ** *answers*			**เมื่อเรารู้สึกอ่อนแอ** *when we feel weak*		
พระองค์ *He (roy.)*		**คำเตือน** *warning*			**เมื่อเรากลับใจ** *when we repent*		
		การให้อภัย *forgiveness*					
		การปลอบโยน *comfort*					
		การเปิดเผย *revelation*					

3. ให้—To Let or Have Someone do Something

This word is used when permission is given to someone to do an action.

Grammar: S + จะ* + ให้ + pronoun + verb

God **let** us use our agency.	พระผู้เป็นเจ้า**ให้**เราใช้สิทธิ์เสรีของเรา
Is ชิน going to **let** us teach him on Wednesday?	พี่ชินจะ**ให้**เราสอนเขาวันพุธไหม
Will the mission president **allow** us to go to the crocodile farm on preparation day?	ประธานคณะเผยแผ่จะ**ให้**เราไปที่ฟาร์มจระเข้วันพีเดย์ไหม
We will **have** Sister Ann read verse three.	เราจะ**ให้**ซิสเตอร์แอนอ่านข้อที่สาม

4. ให้—To Have or Cause Someone (to) do or Feel Something

This word is used with a verb, and it states that something or someone made you or someone else do, think, or feel something.

Grammar: S + V and ให้ + pronoun/O + V

Taking the sacrament every week **makes** me feel clean.	การรับส่วนศีลระลึกทุกอาทิตย์ทำ**ให้**ฉันรู้สึกสะอาด
God **wants** us to have faith.	พระผู้เป็นเจ้าอยาก**ให้**เรามีศรัทธา
He **wants** his wife to learn about the gospel.	เขาอยาก**ให้**ภรรยาของเขาเรียนเกี่ยวกับ พระกิตติคุณ
Will you read this verse out loud **so** we can hear?	คุณอ่านข้อนี้**ให้**เราฟังหน่อยได้ไหม

* จะ is typically used with this definition of ให้ because it deals generally with future tense.

Pattern Practice

Subject	Verb	"to cause"	Noun	Verb Phrase		
พระผู้เป็นเจ้า ทรง *God*	**ต้องการ** *needs*	**ให้** *to cause*	**เรา** *us*	**ติดต่อกับพระองค์** *to communicate with him*		**ค่ะ/ครับ** *(polite word)*
พระผู้เป็นเจ้า ทรง *God*	**ต้องการ** *needs*	**ให้** *to cause*	**เรา** *us*	**ติดต่อกับพระองค์** *to communicate with Him*	**(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *(polite word)*
การสวดอ้อนวอน *Prayer*	**อยาก** *wants*		**ผม** *I (m)*	**รักษาพระบัญญัติ** *to keep the commandments*	**(ได้ไหม)** *(can yes/no?)*	
บัพติศมา จะ *Baptism (will)*	**ทำ** *makes*		**ซิสเตอร์** *I (f)/sister*	**รู้จักพระผู้เป็นเจ้า** *to be familiar with God*		
เรา *We*	**ขอ** *requests*		**คุณ** *you (same age)*	**สะอาดจากบาป** *to be clean from sin*		
ผม *I (m)*			**พี่** *you (older)*	**สวดอ้อนวอนถึงพระผู้เป็นเจ้า** *to pray to God*		
ซิสเตอร์ *I (f)/sister*			**พ่อ** *you (father's age)*	**อ่านพระคัมภีร์มอรมอนทุกวัน** *to read the Book of Mormon everyday*		
คุณ *You (same age)*			**แม่** *you (mother's age)*	**ทำตามตัวอย่างของพระเยซูคริสต์** *to follow the example of Jesus Christ*		
พี่ *You (older)*				**รับบัพติศมา** *to receive baptism*		
				ทำอะไร *to do what?*		

Activities

Personal

Speaking

A. Looking at your planner, think about the lessons you have planned to teach this week. Using the form of ให้ that means "to have or cause someone (to) do or feel something," go through each lesson out loud and identify what you want your investigator to know, feel, and do in each situation.

Listening

B. The next time you are present for a priesthood ordinance, such as a baptism, a confirmation, a blessing of the sick, or another priesthood blessing, listen for the use of the word ให้. Make a note of each use in your language notebook, as well as which meaning of ให้ was intended in each case.

Reading

C. Read the following scriptures that have different meanings of the word ให้. Identify the meaning of ให้ used in each scripture. Check your answers.

1. 1 Nephi 19:23
2. 3 Nephi 11:25
3. Mosiah 17:5
4. 3 Nephi 19:28

D. Read "Extend Commitment Invitations" from chapter 11 in *Preach My Gospel*, starting with the third paragraph and the bulleted list following it. Identify the meaning of ให้ used in each case. Check your answers.

Writing

E. Translate the following sentences from English to Thai. All of the sentences have a different use for the word ให้. Write down the meaning of ให้ after you translate the sentence. Check your answers.

1. We prayed for you to receive an answer from God.
2. God will never let the prophet lead us astray.
3. The Atonement of Christ makes it possible for us to return to Heavenly Father.
4. Would you like us to give you a blessing?
5. I have an experience for you that teaches about trials.
6. The Spirit prompted us to visit you today.
7. The gift of the Holy Ghost gives us comfort and direction.
8. Praying out loud makes me feel that someone is listening to me.
9. The Atonement of Jesus Christ saves us from sin.
10. God wants you to communicate with Him.

F. Using ให้, write down all the things the Lord has done for you and the blessings He has given you. After you are done, think of ways you could share some of these things with an investigator or a companion who may be struggling.

Companion

Speaking

G. Think of an investigator who is having trouble keeping commitments. Choose a lesson from *Preach My Gospel* and come up with a list of specific blessings that would help the investigator keep commitments. As you do so, make sure to use different forms of ให้. By learning to use ให้ effectively, you can help your investigator see that the gospel has relevance and application in his or her life. Then practice teaching with your companion. Give each other feedback on the use of ให้.

H. Discuss with your companion several ideas of how to serve the members in your ward. Be sure to use ให้ in your conversation. Write down some of the ways you can serve, then choose a few of them that you can do in the coming week.

Listening

I. While you are contacting with your companion, listen for the phrase "All religions teach people to be good." How does this phrase use ให้? Discuss with your companion some ways you might respond to this phrase. Test out the effectiveness of your responses as you contact new people who say that same phrase.

J. Ask a native speaker to explain when to use ให้. Listen to the native's response, and have him or her share an example or two with different meanings of ให้. Then, in your language notebook, write your own sentence for the meaning of each word. Take turns reading your sentences to the native. Carefully note his or her responses and suggestions.

Reading

K. Read in John 4:46–53 about Jesus healing a nobleman's son and in Mark 9:20–27 about Christ casting out an unclean spirit. Discuss with your companion how ให้ is used in these scriptures.

Writing

L. Plan the baptismal service for one of your investigators that is scheduled for baptism. Discuss together a list of people whom you can suggest to your investigator to participate in the baptismal service, such as the person who baptizes him or her, the speakers, those who pray, the pianist, and other important roles. On a piece of scratch paper, write down a sample of a baptismal program to take to the investigator. Ask your investigator whom he or she would prefer to be in the baptismal program. Refer to chapter 12 in *Preach My Gospel* to plan the baptismal service.

Group

Speaking

M. Scenario: ป๊อป, a student from your English class, came up to you after class and said he wanted to learn more about God's love. ป๊อป is a 19-year-old boy who has been living on his own since he was 15. When he was younger, his parents separated and left him to take care of himself. ป๊อป has truly lacked love in his life. In English class, when he heard you teach about a loving Heavenly Father, it gave him hope and a desire to learn more. In your companionship, have one missionary take the role of ป๊อป and the other of the missionary. Help ป๊อป know that he has a loving Heavenly Father who knows him and wants to communicate with him. Teach ป๊อป about God and what God wants him to do in order to feel His love. Once you are finished, switch roles and do it again.

N. Scenario: ติ๊ก has been investigating the Church for a long time now but is struggling to know what to do about being baptized. He has read the Book of Mormon, he comes to church every week, and he has a testimony that the gospel is true, but he is afraid that if he is baptized his family will disown him. In your companionship, have one missionary take the role of ติ๊ก and the other of the missionary. Help ติ๊ก resolve his concern about being baptized by using this grammar principle and other grammar principles you have learned already. Once you are finished, switch roles and practice again.

Listening

O. As a district, review the meanings of ให้. Invite each missionary to share an example using the word ให้ (assigned by the district leader). Give the missionaries a commitment to listen throughout the week for more examples that use ให้.

“For”—Three Meanings

Examples

Will you prepare yourself **for** baptism and confirmation?	คุณจะเตรียมตัวเองให้พร้อม**สำหรับ**บัพติศมาและการยืนยันไหมครับ(คะ)
I am grateful **for** my family.	ขอบพระทัย**สำหรับ**ครอบครัวของข้าพระองค์
God created the earth **for** us.	พระผู้เป็นเจ้าทรงสร้างโลก**เพื่อ**เรา
Church members should set this day apart **for** worship.	สมาชิกศาสนาจักรควรกันวันนี้ไว้**เพื่อ**การนมัสการ
God gives prophets the authority to speak **for** Him.	พระผู้เป็นเจ้าประทานสิทธิอำนาจในการพูด**แทน**พระองค์แก่ศาสดา

Explanation

In this section you will learn the three different ways to say “for”: สำหรับ, เพื่อ, and แทน.

Written below are general guidelines of when and how the words สำหรับ and เพื่อ are used.

1. สำหรับ

This word translates to a more formal and polite way to say “for” that you will use and hear every day. When it is placed at the beginning of a sentence, it can mean “as for.” This form of the word “for” is often used to say something is “specifically” for someone or something, but it can be less personal than using the word เพื่อ.

Grammar: S + V + สำหรับ + O/N

God has a plan **for** us.	พระผู้เป็นเจ้ามีแผน**สำหรับ**เรา
We will help you prepare **for** baptism.	เราจะช่วยให้คุณเตรียมพร้อม**สำหรับ**บัพติศมา
We thank Thee, oh God, **for** a prophet.	เราขอบพระทัย**สำหรับ**ศาสดา
As for today, we will keep working.	**สำหรับ**วันนี้ เราจะทำงานต่อไป
“This life is the time **for** men to prepare to meet God” (Alma 34:32).	ชีวิตนี้เป็นเวลา**สำหรับ**มนุษย์ที่จะเตรียมพบพระผู้เป็นเจ้า
”For he is the same yesterday, today, and forever; and the way is prepared **for** all men from the foundation of the world” (1 Nephi 10:18).	เพราะพระองค์ทรงเป็นเหมือนกันทั้งวันวาน, วันนี้,และตลอดกาล;และทรงเตรียมมรรคาไว้แล้ว**สำหรับ**มนุษย์ทั้งปวงนับแต่การวางรากฐานของโลก

2. เพื่อ

This word has several different meanings, but when used as "for," it can mean "for the sake of." It usually conveys a sense of self-sacrifice, as in doing something for someone else. It can be used interchangeably with the form of ให้ that means "to give" and "for the benefit of" (see section 16, "ให้ Different Meanings").

Grammar: S + V + เพื่อ + O/N

We prepared a lesson **for** you.	เราเตรียมบทเรียน**เพื่อ**คุณ
Jesus Christ atoned **for** the sins of the world.	พระเยซูคริสต์ทรงชดใช้**เพื่อ**บาปของโลก
I brought a treat **for** him.	ผมซื้อขนม**เพื่อ**เขา
Sister อ้อย ironed a white shirt **for** her husband.	ซิสเตอร์อ้อยรีดเสื้อสีขาว**เพื่อ**สามีเขา
God created the earth **for** us.	พระผู้เป็นเจ้าทรงสร้างโลก**เพื่อ**เรา
"But the laborer in Zion shall labor **for** Zion; **for** if they labor for money they shall perish" (2 Nephi 26:31).	แต่คนงานในไซอันกจะทำงาน**เพื่อ**ไซอัน; เพราะหากพวกเขาทำงาน**เพื่อ**เงินตรา พวกเขาจะพินาศ.

Note: It is sometimes difficult to determine when to use สำหรับ or เพื่อ, as there are not any set rules as to when each should be used, and in many cases the words are interchangeable. You will learn to use these words more by practicing and listening to natives speak.

3. แทน

This word means "in place of," "in behalf of," or "substitution." It is the same word used when you say that you are a ตัวแทนพระเยซูคริสต์ ("representative of Jesus Christ"), which directly translates to ตัว ("body") แทน ("in place of") พระเยซูคริสต์ ("Jesus Christ").

Grammar: S + V + แทน + O/N

In the temple we do ordinances **for** those who have died.	ที่พระวิหารเราทำพิธีการ**แทน**คนตาย
After I leave this area, there will be someone that will **take my place.**	ลั้งจากที่ผมย้ายเขตจะมีคนอื่นมา**แทน**
God gives prophets the authority to speak **for** Him.	พระผู้เป็นเจ้าประทานสิทธิอำนาจในการพูด**แทน** พระองค์แก่ศาสดาพยากรณ์
After Joseph Smith died, Brigham Young was called to be the prophet **in his place**.	หลังจากโจเซฟสมิธเสียชีวิต บริคัมยัง ได้รับการเรียกให้มาเป็นศาสดาพยากรณ์ **แทน**เขา
We cannot not take the sacrament **for** you.	เราไม่สามารถรับส่วนศีลระลึก**แทน**คุณได้
"It is better that one man should perish **than** that a nation should dwindle and perish in unbelief" (1 Nephi 4:13).	เป็นการดีกว่าที่คนหนึ่งตาย**แทน**ที่ประชาชาติหนึ่งจะเสื่อมโทรมและตายอยู่ในความไม่เชื่อ

Activities

Personal

Speaking

A. In each of your personal prayers, try to use all three forms of the word "for." For any phrase in which you don't know what word to use, write it down and ask a native speaker.

Listening

B. In fast and testimony meeting, listen for สำหรับ, เพื่อ, and แทน, and write down some examples of each word in your language notebook.

Reading

C. Read the following scriptures, then decide what meaning of "for" is used in each. Write the word next to the scripture, then check your answers.

1. 2 Nephi 15:20
2. 1 Nephi 15:34
3. Alma 34:24

D. Read Joshua 24:15. For whom is Joshua speaking in this verse? As for you and your family, whom do you choose to serve? Write the answer to these questions in your language notebook. Use the correct word that means "for" in this verse.

Writing

E. Translate the following sentences from English to Thai using the different meanings of "for" (สำหรับ, เพื่อ, and แทน). Check your answers.

1. We pray so we can have the Spirit when we teach.
2. Jesus Christ died for us.
3. Missionaries study the Book of Mormon for one hour.
4. Joseph Smith prepared himself for four years to receive the Book of Mormon.
5. I am teaching for Elder Brown.
6. We go to church so we can learn the gospel.
7. The purpose of the temple is to seal families forever.
8. I am thankful for my family.
9. At the age of 12, members can go to the temple and perform baptisms for the dead.
10. Thank you for the Book of Mormon.

F. Write the correct meaning of "for" next to the following sentences (do not translate). If it doesn't use สำหรับ, เพื่อ, or แทน, then write "none" next to the sentence. Check your answers.

1. For us to trust in God, we must have faith.
2. Who is this Book of Mormon for?
3. Mangos are good for you.
4. We are missionaries for The Church of Jesus Christ of Latter-day Saints.
5. It was hard for Joseph Smith to keep the plates hidden.
6. It was not easy for my family to understand why I changed religions.
7. I checked everywhere for my wallet, but it was nowhere to be found.
8. In the summer I like to go for long bike rides.
9. We are missionaries for two years.
10. Many people are searching for the truth.

Companion

Speaking

G. Look at the teaching record for an investigator that is not progressing. Talk with your companion about the following questions. Practice using all the different forms of "for" during your discussion. Make sure that the focus of this activity is to talk with your companion about your investigator. Give feedback to your companion about using "for."

1. What can you do for the investigator (what can you teach)?
2. What can the Lord do for him or her (what can you pray for)?

H. Plan a lesson about prayer for your investigator in which you teach him or her what answers to seek, why he or she should seek them, when to pray for them, and how to receive them. While preparing and teaching the lesson, use "for" as often as you can. Understanding the uses of "for" will help you to convey how prayer can be a blessing in your investigator's life.

Listening

I. In your next daily and weekly planning sessions, follow the steps outlined in chapter 8 of *Preach My Gospel* while using the different meanings of "for." As you follow the steps in *Preach My Gospel*, you will notice how all of the meetings can be used (e.g., praying at the beginning and end of planning, creating a back-up plan).

J. Ask a native to explain to you when to use สำหรับ, เพื่อ, and แทน. Take notes on how to use these correctly. Then write down one example for each sentence to help you remember them. Check your answers with a native.

Reading

K. Read "Temples and Family History" from chapter 3 of *Preach My Gospel.* With your companion, discuss why we do temple work. Then plan a lesson for your investigator or recent convert about the importance of preparing to go to the temple. Practice this lesson with your companion. In the lesson, be sure to include the invitation for new members to meet with a member for an introduction to family history work and an explanation of the resources available. Provide the investigator or recent convert with a copy of family history materials. Explain to him or her what the materials are used for.

Writing

L. Skim though lessons 4 and 5 of *Preach My Gospel* with your companion to make a list of all the commandments. Take turns writing a brief statement that explains the purpose of each commandment. Focus on using the meanings of "for." Example: "We are baptized so that we can be cleansed from sin and return to live with Heavenly Father."

Group

Speaking

M. Spend a few minutes as a district expressing the things that you are thankful for; recognize some of the things God has done for you. Share any miracles that you feel are appropriate. Share what you are thankful for in your district and your companionship. Use all the types of "for" as you count your blessings. Make sure that every person in the district gets an opportunity to share.

N. Discuss as a district what it means to represent Jesus Christ. Discuss how your representation of Jesus Christ may affect how investigators accept the gospel. Together as a district, set goals and make plans to become better representatives of Jesus Christ. During this discussion, focus on using "for" correctly.

Listening

O. As a district, make a list of people or things to pray for. This can include people who are expected to be baptized or a certain area or branch of your mission that needs help, among other things. Write the list down in your notebook. The district leader will choose a person to say the prayer. That person will pray for each of the things on the list using the correct form of "for" while all of the other members of your district listen carefully to the words of the prayer.

Reading

P. When we are obedient to a commandment, we will always receive the blessing that is connected to that commandment. Together as a district, read Doctrine and Covenants 82:10. Afterwards, give each companionship time to identify an investigator who is struggling to keep a specific commitment. Instruct each of them to search the scriptures for specific blessings that their investigators will receive when they keep the commitment. Instruct each companionship to practice sharing their scripture and testimony of the promised blessings. Remind the missionaries to use "for" as many times as possible during this activity.

Review: Expressing Desire, Need, Preference, Etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

- Requests and Commands
- Can, able to
- ให้
- For

Activities

Personal

Speaking

A. Looking at your planner for the day browse through each activity you have planned to do and identify what the purpose of that activity is and how it will help achieve that purpose.

Listening

B. Listen in sacrament meeting to what the speakers intend to teach about the doctrine and what they desire the congregation to do. Use "for" and "ให้" to write a sentence or two about what the speaker wants to members to do. Example: The speaker wants us to have faith. → ผู้พูดอยากให้เรามีศรัทธา

Reading

C. Read the sixth bullet point under "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Memorize this point and use it in your next lesson with a new investigator to help them understand how they are able to learn about the gospel.

D. Read the sacrament prayers in Doctrine and Covenants 20:77, 79 and think about the way ให้ is used. Write down testimony or a special experience about the sacrament. Make a goal to pay more attention to the sacrament prayers while you take the sacrament.

Writing

E. Fill in the blank. Check your answers.

1. ปิดประตู__หน่อยได้ไหม
2. ผู้สอนศาสนาคนใหม่พูดภาษาไทย___
3. เขาสวดอ้อนวอน____ขอคำตอบ
4. โมโรไน___แผ่นจะรึก___โจเซฟ สมิธ
5. คุณ_____พบผู้สนใจเมื่อคุณทำตามพระวิญญาณ
6. สมาชิกทำเค้ก_____วันเกิดของเขา
7. เอ็ลเดอร์สอนบทเรียน____บราเดอร์เป้ เมื่อเขาไปต่างจังหวัด
8. เรากลับมาสอนคุณพรุ่งนี้____

F. Translate the following sentence from English to Thai. Check your answers.
   1. Give your tithing envelope to the Bishop.
   2. Use your personal study to find answers for your investigators.
   3. God will provide a way for you to be able to be baptized.
   4. Heavenly Father gives us a lot of opportunities to repent.
   5. Remember to read your scriptures today.
   6. The Word of Wisdom teaches us that we should not drink alcohol, coffee, or tea.
   7. Look for the best in all of the people you meet.
   8. You can receive revelation for yourself through the Holy Ghost.

Companion

Speaking

G. Using commands, requests, able to, for, and ให้ to discuss the things one must do to live the law of chastity. Be specific with what kinds of things one can and cannot do in order to live this commandment. Use scriptures and other resources such as *Preach My Gospel* to help you discuss. Receive feedback from your companion and think of ways to apply this to a specific investigator.

H. Set up an appointment with an inactive member in your area. During the appointment, ask specific questions to help you understand their needs and why they are not coming to church. Using requests, commands, can/able to, for, and ให้, teach about how the gospel and going to church will help them in their lives. Promise specific blessings to this member and receive feedback from your companion.

Listening

I. In your next weekly planning session, go over each of your investigators and discuss what their needs are, what commitments they need to live, and what you and your companion must do to help them. Give your companion feedback on how he or she used the grammar principles in this section.

J. Ask an inactive member in your area about their conversion, specifically what challenges were hardest for them to overcome and how did they overcome them. As you ask these questions make sure to use the grammar principles in this function and listen carefully to how the member responds.

Reading

K. Read Joseph Smith–History 1:8, 13–16. Summarize in your own words the needs and desires of Joseph Smith in this passage. Reflect with your companion on how this passage is meaningful for you.

Writing

L. Write a letter to encourage one of your investigators or recent converts who may be struggling. Express your desire for them to do what is right and help them see how they are able to overcome any obstacles he or she may be facing. Leave a commitment with them to keep striving to keep the commandments.

Group

Speaking

M. As a district, make a list of some concerns that are frequently given when extending commitments that are hard for investigators to live. Discuss what a person must do in order to live a commitment. Afterwards, have each missionary practice teaching a particular principle with a commitment, then resolve concerns and promising specific blessings that come from the commitment.

N. As a district, make a list of names and needs of those people you would like to pray for. Have each companionship share at least one name and the need they have.

Listening

O. As a district, make a list of goals you would like everyone to achieve. Example: อยากให้ทุกคนไปเชื้อเชิญวันละสองชั่วโมง

Writing

P. Use “can/able to,” “ให้,” and “for” to write your testimonies in a Book of Mormon or on a pamphlet and make a goal to give it out before the next meeting.

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We **ride** our bikes to the Bishop's house **regularly**. (Verbs and Adverbs)
- The family is important **to** God. (Direction of Action)
- The Book of Mormon **was written** by ancient prophets. (Passive Voice)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "Heavenly Father Reveals His Gospel in Every Dispensation" (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- "Pray to Know the Truth through the Holy Ghost" (What do we do to learn truth?)
- "Our Life on Earth" (What are we supposed to do during this life?)
- "The Atonement" (What does the Atonement do for us? What do we do to apply it in our lives?)
- "Faith in Jesus Christ" (How do we show our faith? How do we exercise it?)
- "Repentance" (What do we do to repent?)
- "Baptism, Our First Covenant" (What happens during baptism?)
- "The Gift of the Holy Ghost" (What does the Holy Ghost do for us?)
- "Endure to the End" (What do we do to endure to the end?)
- "Lesson 4: The Commandments" (What actions do the commandments require of us?)
- "Service" (What can we do to serve others?)
- "Teaching and Learning in the Church" (What does the Church do for us?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Conduct a Meeting" (What will happen during the meeting?)
- "Explain Priesthood Ordinances" (What do we do with the priesthood?)
- "Extend Commitment Invitations" (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- "Help People Resolve Their Concerns" (What is keeping them from gaining a testimony?)
- "Obtain Referrals" (What can members do to prepare their friends?)
- "Perform Priesthood Ordinances" (What things do I say and do during an ordinance?)
- "Plan Daily and Weekly Activities" (What are you doing this week?)
- "Talk with Everyone" (What do they do for work/fun?)
- "Teach Others How to Pray" (What do we do when we pray?)
- "Use the Scriptures" (How can someone apply the scripture in his or her life?)

Verbs

Examples

We can **return** to God by keeping ourselves clean.	เราจะ**กลับไปอยู่กับ**พระองค์ได้โดยการรักษาตนเองให้สะอาด
After my mission I would like **to go** back to school	หลังจบการเป็นผู้สอนศาสนาผม(ซิสเตอร์)จะ**กลับไปเรียน**ต่อ
When we die, we will **go** to the spirit world.	เมื่อเราตายเราจะ**ไป**ยังโลกแห่งวิญญาณ
Death does not **change** our personality.	ความตายไม่ทำ**ให้**บุคลิกภาพของเรา**เปลี่ยนไป**
We are promised eternal life as we **press forward** with steadfastness in Christ.	เรามีสัญญาว่าจะได้รับชีวิตนิรันดร์เมื่อเรา**รุดหน้าไป**ด้วยความมั่นคงในพระคริสต์

Explanation

In this section you will learn how to use directional verbs and combine them with other verbs in order to describe which direction the action is going. You will also learn how to use different adverbs with verbs and nouns.

Come and Go: ไป, มา

ไป and มา are the verbs "to go" and "to come." In order to express how you will go to or arrive at a location, these two verbs should be used after the verb that describes how you are traveling (e.g., walking, running, by boat).

Grammar: S + (mode of transportation) + ไป/มา + O

Examples:

Today we walked to the market to find investigators.	วันนี้เรา**เดินไป**ที่ตลาดที่จะหาผู้สนใจ
The missionaries rode their bikes to our house.	ผู้สอนศาสนา**ขี่จักรยานมา**บ้านของเรา
I take the bus to the Big-C every day.	ฉัน**นั่งรถบัสไป**ที่บิ๊กซีทุกวัน
The bishop asked me to come up and speak today.	อธิการขอให้ฉัน**ขึ้นมา**พูดในวันนี้
We ran to the church.	เรา**วิ่งไป**ที่โบสถ์

Note: ไป and มา can be combined with other verbs and directional words such as เข้า ("to enter") and ออก ("to leave"), ขึ้น ("move up"), and ลง ("move down"), to describe when an action is moving away from the speaker (ไป), and when the action is moving towards the speaker (มา).

Enter and Leave: เข้า, ออก

เข้า and ออก are the verbs "to enter" and "to exit."

	ไป	English Translation	มา	English Translation
เข้า	เข้าไป	"to go in" (**away** from the place you are now)	เข้ามา	"to come in" (**towards** the place you are now)
ออก	ออกไป	"to go out" (from a location **away** from you)	ออกมา	"to come away" (from a location **toward** you)

Examples:

We need to be worthy in order **to enter** the temple.	เราต้องมีค่าควรที่จะ**เข้าไป**ในพระวิหาร
When Adam and Eve fell they were cast **out** of the garden of Eden.	เมื่ออาดัมและเอวาตก พวกเขาถูกขับ**ออกไป**จากสวนเอเดน
The church was empty when I came in this morning.	ไม่มีใครอยู่ที่โบสถ์เมื่อผม**เข้ามา**ต่อนเช้า
Jesus Christ invites us **to come** unto Him.	พระเยซูคริสต์ทรงเชื้อเชิญเราให้เข้ามาหาพระองค์
Missionaries are called **to preach** the gospel to all the world.	ผู้สอนศาสนาได้รับเรียกให้**ออกไป**สอนพระกิตติคุณต่อทั่วโลก

Pattern Practice

Subject		Verb	"go/come"		Location		
พระเยซูคริสต์ *Jesus Christ*		**ลง** *down*	**มา** *come*		**บนโลก** *on earth*		**ครับ/ค่ะ** *(polite word)*
เรา *We*	**(จะ)** *will*	**กลับ** *return*	***ไป** *go*	****(จาก)** *(from)*	**โลกก่อนเกิด** *pre-earth life*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
พระเยซูคริสต์ *Jesus Christ*	**(จะไม่)** *(will not)*	**เข้า** *enter*	***มา** *come*		**สวรรค์** *heaven*		
อาดัมและเอวา *Adam and Eve*		**ออก** *exit*			**บนโลก** *on earth*		
ซาตาน *Satan*		**ขึ้น** *up*			**โลกแห่งวิญญาณ** *The Spirit World*		
วิญญาณ *Spirit*		**ลง** *down*			**อยู่กับครอบครัว** *with family*		
		ตก *fall*			**ที่ประทับของพระองค์** *presence of God*		
					รวมกับร่างกาย *return with body*		
					สวนอีเดน *Garden of Eden*		
					อาณาจักรของพระองค์ *Kingdom of God*		

* ไป and มา are directional verbs. Use ไป when the action is moving away from the speaker and use มา when the action is moving towards the speaker.

**Use จาก only when something is leaving from somewhere

Bring and Take: เอา, พา, นำ

There are three different ways to convey bringing and taking. You will use a different word that expresses "to bring" or "to take," depending on what or who you are bringing or taking.

	Definition	Grammar	Examples
เอา	Used when referring to taking or bringing things	S + เอา + O + ไป/มา + location	**เอา**ผ้าเช็ดตัวและเสื้อผ้ามาเปลี่ยนในวันอาทิตย์นี้ **Bring** a towel and a change of clothes to church this Sunday. อย่าลืม**เอา**พระคัมภีร์ไปการประชุมพรุ่งนี้ Don't forget to **bring** the scripture for the meeting tomorrow.
พา/ส่ง	"to escort"—both words used when referring to taking or bringing people; not used for objects	S + พา + O + ไป/มา + location	ซิสเตอร์ปลาพาเพื่อน**มา**โบสถ์ Sister ปลา **brought** a friend to church. คุณสามารถ**พา**เรา**ไป**บ้านอธิการได้ไหม? Will you **take** us to the bishop's house?
	Definition	Grammar	Examples
นำ	Usually used with intangible (abstract) nouns or objects, objects that cannot be touched; นำ can also be used with tangible objects; นำ is more polite and formal than เอา	S + นำ + O + ไป/มา + location	การรักษาพระบัญญัติ**นำ**ความสุขมาให้เรา Keeping God's commandments **brings** us happiness. หากท่านจะ**นำ**อาวุธสงครามออกมามอบแล้ว, ดูเถิดเราจะเลิกหลั่งเลือดท่าน "If ye will **bring** forth your weapons of war and deliver them up, behold we will forbear shedding your blood" (Alma 52:37).

Note: When the action is **toward** the speaker, the directional verb มา is used; when it is **away** from the speaker, ไป is used. The same concept is used for other verbs, such as ขึ้น and ลง. For example, if you were giving someone directions to a room on the second floor of the church and you were currently on the first floor, you would tell the person to ขึ้นไป because the action is up and away from you. If you were in the room on the second floor and giving directions to someone on a different floor to get to where you were, you would tell the person to ขึ้นมา, because the action is up and towards you.

Pattern Practice

Subject			Verb	Noun	Verb	Location	
ผม *I*	**ควร** *should*	**จะ** *will*	**พา** *bring*	**เพื่อน** *a friend*	**มา** *to come*	**โบสถ์** *to church*	**ครับ/ค่ะ** *(polite word)*
ผม *I (m)*	**(ควร)** *(should)*	**(จะ)** *(will)*	**เอา** *to take/bring objects*	**อะไร** *what*	**ไป** *away from speaker (go)*	**โบสถ์** *church*	**ครับ/ค่ะ** *(polite word)*
ซิสเตอร์ *I (f)*				**ครอบครัว** *family*		**กับคุณ** *with you (same age)*	
เรา *We*			**พา** *to take/bring people*	**เพื่อน** *a friend*	**มา** *towards speaker (come)*	**กับพี่** *with you (older)*	
คุณ *You (same age)*			**นำ** *to take/bring abstract nouns*	**แฟน** *boyfriend/girlfriend*		**กับพ่อ** *with you (father's age)*	
พี่ *You (older)*				**พระคัมภีร์** *scriptures*		**กับแม่** *with you (mother's age)*	
พ่อ *You (father's age)*				**เน็คไท** *neck tie*		**กับผม** *with me*	
แม่ *You (mother's age)*				**ความเต็มใจเรียน** *willingness to learn*			
				คำถาม *questions*			

Adverbs: Modifying Verbs with อย่าง

Adverbs are words that describe a verb. Many adverbs are just adjectives (e.g., "kind," "fast," "smart") that have an -ly at the end, including the words "easily," "kindly," "seriously," and "quickly." Similarly in Thai, you can form an adverb by simply adding on another word to the adjective (like the -ly being added to an English word). The Thai equivalent to -ly is the word อย่าง when it is placed before the adjective.

Adjective	Adverb using "-ly"	Thai Adverb using "อย่าง"
Fast	Quickly	อย่างเร็ว
Smart	Intelligently	อย่างฉลาด
On time	Timely	อย่างตรงเวลา
Happy	Happily	อย่าง มีความสุข
Diligent	Diligently	อย่างขยัน

The content of the sentence will determine when it is correct to say อย่าง. When you are describing an action, you should always place อย่าง + the adjective that is describing the action after the verb.

Grammar: S + V + อย่าง + adjective

For example: "He (*subject*) prayed (*verb*) diligently (*adverb*)."

เขาสวดอ้อนวอน**อย่างขยัน**

Examples:

If we sincerely pray to God, He will answer our prayer.	ถ้าเราสวดอ้อนวอนอย่างจริงใจถึงพระผู้เป็นเจ้า พระองค์จะทรงตอบคำสวดอ้อนวอนของเรา
The elders ate quickly.	เอ็ลเดอร์กินอย่างรวดเร็ว
As a missionary, it is important to use time wisely.	ขณะเป็นผู้สอนศาสนาเป็นสิ่งสำคัญที่จะใช้เวลา อย่างฉลาด

When you are describing an action and the sentence includes the object that is being acted upon, อย่าง + the adjective is placed after the object.

Grammar: S + V + O + อย่าง + adjective

For example:

"He (*subject*) prayed (*verb*) diligently (*adverb*) for his companion (*object*) to be able to learn Thai."

เขาสวดอ้อนวอน**อย่างขยัน**เพื่อคู่ของเขาที่จะสามารถเรียนภาษาไทย

Examples:

Heavenly Father **lovingly** leads his children through living prophets.	พระบิดาบนสวรรค์นำลูกๆพระองค์**อย่างรักใคร่**โดยผ่านศาสดาพยากรณ์
The Holy Ghost speaks **softly** to us.	พระวิญญาณบริสุทธิ์พูดกับเรา**อย่างแผ่วเบา**
She ate her food **slowly**.	เธอกินอาหาร**อย่างช้าๆ**

ทาง

Use ทาง when you want to change nouns such as "world" or "spirit" to the adverbs "worldly" and "spiritually." Tang translates to "by way of."

Grammar: S + V + ทาง + N or S + V + O + ทาง + N

Examples:

"physically"	ทางร่างกาย	แต่ข้าพเจ้าก็เหมือนตัวท่าน ต้องอยู่ภายใต้ความอ่อนแอทุกอย่าง**ทางร่างกาย**และ**จิตใจ** "But I am like as yourselves, subject to all manner of infirmities in **body** and **mind**" (Mosiah 2:11).
"spiritually"	ทางวิญญาณ	การชดใช้สามารถรักษาเรา**ทางจิตวิญญาณ**ได้ The Atonement heals us **spiritually**.
"temporally"/"worldly"	ทางโลก	เจ้าจะได้รับพรทั้ง**ทางวิญญาณ**และ**ทางโลก** "Ye shall be blessed both **spiritually** and **temporally** from the presence of the Lord."
"emotionally"/"mentally"	ทางจิตใจ	คุณต้องเตรียมตัวให้พร้อม**ทางจิตใจ**ที่จะเป็นผู้สอนศาสนา You need to prepare yourself **mentally** to be a missionary.

Note: The grammar structure for these adverbs generally follows the same rules, but there are a few exceptions.

Activities

Personal

Speaking

A. While you are contacting today, invite someone you meet to attend church. Tell the person about some of the things we do and the meetings we attend. Promise him or her specific blessings using verbs and adverbs.

Listening

B. Make a list of verbs that you hear people use today. Write down five sentences that use five new verbs you learned. Practice saying them to your companion or a native speaker.

Reading

C. Complete the personal activity that comes after "Pray with Faith" in chapter 4 of *Preach My Gospel*. Consider the sincerity of your prayers as you read through the activity, and evaluate how well you are doing while using adverbs. This activity will be helpful to practice out loud.

D. One of the commandments in lesson 4 of *Preach My Gospel* is to study the scriptures. Studying the scriptures is much different than just reading them. What other verbs or verb phrases are used in the scriptures to describe how we study the scriptures? Use some of these verses to teach your investigators about the commandment to study the scriptures. Check your answers.

1. Doctrine and Covenants 11:21–22
2. Doctrine and Covenants 84:85
3. Doctrine and Covenants 88:118
4. 2 Nephi 4:15
5. 2 Nephi 31:20
6. Alma 17:2

Writing

E. Translate the following sentences from English to Thai. Check your answers.

1. Keeping God's commandments brings us happiness.
2. During the Apostasy the heavens were closed because there was no prophet.
3. God blesses us temporally and spiritually.
4. We brought a movie about Jesus that we want to watch with you.
5. Sister แอม will take you to church on Sunday.
6. God and Jesus Christ appeared to Joseph Smith.
7. We can only enter the temple when we are living worthily.
8. Please turn off your cell phone before the meeting starts.
9. God brought us here to share a message with you.
10. God promises missionaries that if they will open their mouths, they will know what to say.
11. When we die, we won't be able to take our earthly possessions with us.
12. Jesus Christ came to earth to be an example for us.

F. Describe a time when you came to know the Book of Mormon was true, and also share an experience when you were blessed by reading it. By using verbs and adverbs, record the steps you went through to get that testimony of the Book of Mormon. After writing down your thoughts, read them to a native speaker.

Companion

Speaking

G. In your daily planning session, take a few extra minutes to discuss how you will get to and from each appointment in Thai. Focus on using verbs and adverbs correctly. Example: เราจะนั่งรถเมล์ไปโบสถ์.

H. Plan a lesson on baptism for your investigator. Your lesson should include the following:

1. The physical and spiritual sides of the ordinance, including the covenant and commitments. Describe the ordinance and show how it is done. Example: เมื่อรับบัพติศมาคุณจะลงไปในน้ำทั้งตัว.
2. Describe to an investigator what to bring to church on the day of his or her baptism. Use allw three forms of the verb "to bring" (เอา, พา, and นำ).

Take turns having one companion take the role of the investigator and the other take the role of the missionary.

I. Schedule a church tour with an investigator. Plan out the areas of the church that you would like to show the investigator and what you will say. Prepare to describe the purpose of each meeting using verbs.

Listening

J. After you finish teaching your next lesson, spend some time evaluating how well it went. Your evaluation should cover the following:

1. Did you know and understand the investigator's needs?
2. What did you do to adapt to and meet those needs?
3. Did the investigator come unto Christ? What evidence did you see of this?
4. Make goals to improve on these points above, as well as others that may be applicable. While doing so, make sure to use lots of verbs and adverbs to describe how effective or ineffective things were during the lesson.

K. At the next ward activity or a sports day, pay attention to the different verbs that are used while playing the sports. Write down a list of new verbs in your language notebook.

Reading

L. Read "A Successful Missionary" in chapter 1 of *Preach My Gospel* with your companion. Go through the bulleted list of ways to know you are succeeding in your purpose as a missionary. With your companion, discuss each point by saying it in Thai and using an adverb if the original sentence does not have one. Make goals to apply an aspect of successful missionary work in your daily routine.

Writing

M. As a companionship, write a list of concerns that your investigators are having. Then read "Promise People Blessings" in chapter 11 of *Preach My Gospel*. Discuss the blessings the investigators could receive if they were able to overcome specific concerns. Make sure the blessings you promise are personal to the investigator and allow the investigator to see how the gospel will help him or her. Focus on using the appropriate verbs and adverbs to describe the blessings as well as concerns. Example: "As you pray daily, you will feel God's love more fully in your life."

Group

Speaking

N. While at the MTC and in the field, it is important to let your district leader know where you are going so he will know where to find you if he needs to. In pairs, with one missionary taking the role of the district leader and the other of the missionary, have the missionary practice explaining where you and your companion will be going.

O. Scenario: พ่อบุญส่ง has never been to church before, but he has committed to come to church with you this Sunday. He is a little nervous about it because he doesn't know what to expect. As you are teaching him today, he asks you what he needs to do to prepare and what he needs to take with him. With your companion, have one missionary take the role of พ่อบุญส่ง and the other of the missionary. Help พ่อบุญส่ง prepare to go to church this Sunday by explaining the different things that he will need to bring with him. Once you are finished teaching, switch roles and do it again.

Listening

P. Scenario: You have invited one of your investigators to the church to give him a tour of the building. He has never been to a Christian church before and is curious about everything that happens there. As you are talking together, you invite him to attend church with you this Sunday. He seems interested to come and asks you what he would need to bring with him if he came. With your companion, have one missionary be the investigator and the other be the missionary. As the missionary, take your investigator on a tour of the church and invite him to church this Sunday. Explain what he should expect and what he will need to bring with him when he comes. Answer any questions he may have about the meetings we attend on Sunday. Once you are finished, switch roles and do it again.

Writing

Q. Write a note to the ward or branch leaders. Tell them what goals you and your district hope to accomplish in that transfer. Pull out a sheet of paper and practice writing down sentences explaining what you are going to accomplish. As a district, plan to share these goals in your weekly correlation meeting and meetings with the ward council.

Direction of Action

Examples

God shows His love **for** us by calling prophets.	พระผู้เป็นเจ้าทรงแสดงความรัก**แก่**เราโดยการเรียกศาสดา
Sin always leads **to** unhappiness.	บาปนำไป**สู่**ความทุกข์เสมอ
God and Jesus Christ appeared **to** Joseph Smith.	พระผู้เป็นเจ้าและพระเยซูคริสต์ทรงปรากฏพระองค์**ต่อ**โจเซฟ สมิธ
Christ's church is built **on** a foundation of prophets and apostles.	ความตายไม่ทำ**ให้**บุคลิกภาพของเรา**เปลี่ยนไป**
God commands the prophets to testify **of** Christ.	เรามีสัญญาว่าจะได้รับชีวิตนิรันดร์เมื่อเรา**รุดหน้าไป**ด้วยความมั่นคงในพระคริสต์

Explanation

In this section you will learn different uses of directional words used to show the relationship between the receiver and the doer of the action.

แก่ – unto, at

This word is used to describe when objects are being given to someone (other than yourself) or when an action is being done for someone or something else.

Grammar: S + V + แก่ + O

Examples:

แม่บัว gave a bag of pineapple **to** our investigator.	แม่บัวให้ถุงสับปะรด**แก่**ผู้สนใจของเรา
Heavenly Father will bless His children.	พระบิดาบนสวรรค์จะอวยพร**แก่**ลูกๆของพระองค์
". . . bless and sanctify this bread **to** the souls of all those who partake of it . . ." Moroni 4:3	โปรดประทานพรและทำให้ขนมปังนี้ศักดิ์สิทธิ์ **แก่**จิตวิญญาณ ของเขาทั้งหลายผู้ที่รับส่วน
". . . but that I might more fully persuade them to believe in the Lord their Redeemer I did read **unto** them that which was written by the prophet Isaiah . . ." (1 Nephi 19:23)	ดังนี้เพื่อข้าพเจ้าจะชักชวนพวกเขาจนเต็มสติกำลังให้ เชื่อในพระเจ้าพระผู้ไถ่ของพวกเขาข้าพเจ้าอ่านสิ่งซึ่งเขียนไว้โดยศาสดาพยากรณ์อิสยาห์**แก่**พวกเขา

ต่อ – toward, unto or before, to connect

This word is used when describing an action being done towards someone especially toward God.

Grammar: S + V + ต่อ + O

Examples:

We show love **towards** our Heavenly Father by keeping His commandments.	เราแสดงความรัก**ต่อ**พระบิดาบนสวรรค์เมื่อเรารักษาพระบัญญัติของพระองค์
We are grateful **unto** thee for our many blessings.	เรากตัญญู**ต่อ**พระองค์สำหรับพรมากมายของเรา
The family is important **to** God.	ครอบครัวมีความสำคัญ**ต่อ**พระผู้เป็นเจ้า
"It [the Book of Mormon] is a record of God's dealings **with** the ancient inhabitants of the Americas . . ." Introduction of the Book of Mormon	พระคัมภีร์มอรมอนเป็นบันทึกเกี่ยวกับการปฏิบัติ ของพระผู้เป็นเจ้า**ต่อ**ผู้คนสมัยโบราณที่อาศัยอยู่ ในพื้นที่ของทวีปอเมริกา

หา – to, unto (physical)

This word is used to show physical direction or movement toward a place or a person.

Grammar: S + V + หา + place/person

Examples:

Our goal is to return **to** heaven.	เป้าหมายของเราคือที่จะกลับไป**หา**สวรรค์
"While I was thus in the act of calling **upon** God . . ." Testimony of the Prophet Joseph Smith	"ขณะที่ข้าพเจ้าอยู่ในอาการเรียก**หา**พระผู้เป็นเจ้าอยู่ดังนั้น . . ."
"We invite others to come **unto** Christ . . ." Missionary Purpose	เชื้อเชิญผู้คนไห้มา**หา**พระคริสต์
Yesterday the missionaries came **to** our house.	เมื่อวานผู้สอนศาสนา**มา**หาที่บ้านเรา

บน – on top, above

This word is used to talk about objects or people that are either on top of or above something.

Grammar: S + V + บน + O

Examples:

God is our loving Heavenly Father.	พระผู้เป็นเจ้าทรงเป็นพระบิดา**บน**สวรรค์ที่รักของเรา
Jesus Christ died **on** the cross.	พระเยซูคริสต์ทรงสิ้นพระชนม์**บน**ไม้กางเขน
The phone is **on** the table.	โทรศัพท์อยู่**บน**โต๊ะ
Jesus Christ laid His hands **upon** the heads of the apostles.	พระเยซูคริสต์ทรงวางพระหัตถ์ของพระองค์**บน**ศีรษะของอัครสาวก

ถึง – unto, up until, to reach, to attain, about

This word is used to talk about an action that is done up until a certain point or unto someone or something.

Grammar: S + V + ถึง + O

Examples:

Will you read verses 3 **up until** 7?	คุณจะอ่านข้อ 3 **ถึง** 7 ได้ไหม?
In today's lesson we'll begin talking **about** repentance.	ในบทเรียนวันนี้เราจะเริ่มพูด**ถึง**การกลับใจ
How far **along** have we come?	เรา**ถึง**ไหนแล้ว?
We will feel **of** the peace of God by repenting daily.	เราจะรู้สึก**ถึง**สันติสุขของพระเจ้าโดยการกลับใจทุกวัน

สู่ – to, towards, go to, arrive at (mainly used with marriage and religion)

This word is similar to the word "หา" but is used less frequently and in often in more formal situations.

Grammar: S + V + สู่ + O

Examples:

We will **begin** the sacrament service by sings hymn number 22.	เราจะเข้า**สู่**พิธีศีลระลึกด้วยการร้องเพลงสวดเพลงที่ 22
"..bringing them **to** a knowledge of their fathers.." 2 Nephi 3:12	นำพวกเขามา**สู่**ความรู้เกี่ยวกับบรรพบุรุษของพวกเขา
Making mistakes will lead **to** feelings of guilt.	การทำผิดพลาดจะนำไป**สู่**ความรู้สึกละอายใจ
"But behold, my brethren, is it expedient that I should awake you **to** an awful reality of these things?" 2 Nephi 9:47	แต่ดูเถิดพี่น้องของข้าพเจ้า สมควรหรือที่ข้าพเจ้าจะปลุกให้ท่านตื่นขึ้น**สู่**ความเป็นจริงอันน่าพรั่นพรึงของเรื่องเหล่านี้

ใส่ – on, on top of, upon, in, inside, at

The word ใส่ is most often is used as the verb "to wear" when referring to clothing but when used to direct an action it takes on the translations above. Common verbs coupled with ใส่ include: วาง (to place), เอา (to put), กอง (to stack), etc.

Grammar: S + V + ใส่ + O

Examples:

Many missionaries will **place** pass-along cards in their shirt pocket.	ผู้สอนศาสนาหลายคนจะ**ใส่**บัตรเชื้อเชิญในกระเป๋าเสื้อของพวกเขา
Moroni **put** the gold plates away in a stone box at the hill Cumorah.	โมโรไน**ใส่**แผ่นจารึกทองคำไว้ในกล่องหินที่เนินเขาคาโมราห์
Will you **put** this in the refrigerator?	คุณเอานี้**ใส่**ตู้เย็นได้ไหม?
"Thou speakest hard things **against** us." 1 Nephi 16:3	เจ้าพูดเรื่องยุ่งยาก**ใส่**เรา

Activities

Personal

Speaking

A. Say a prayer using all of the direction of action words (แก่, ต่อ, หา, บน, ถึง, สู่, and ใส่). Use them to pray especially for other people.

Listening

B. Throughout the day, write down a few examples of each word taught in this section to describe the direction of action (แก่, ต่อ, หา, บน, ถึง, สู่, and ใส่). During language study the next day, examine how the native used each word. Ponder about when it was necessary to use one of these words, or when it is okay to leave it out. Record this in your language notebook.

Reading

C. Read "Look to the Book, Look to the Lord" by Elder Gary E. Stevenson from October 2016 general conference. Pay attention to how he uses direction of action words to direct people to The Book of Mormon and the Lord. Write down in your language notebook a few examples of this grammar principle that come from this talk that you could use in your teaching.

D. Read Jacob 5:47 to the end looking for examples of direction of action words. Write down five sentences using direction of action words that describe some things you have done for the area in which you are serving to help it grow.

Writing

E. Translate the following sentences from English to Thai. Check your answers.

1. Will you read verses 2 through 5? As you read focus on what faith means.
2. Our purpose is to invite others to come unto Christ.
3. Alma went to Ammonihah to preach the gospel unto the Nephites.
4. God gave the priesthood to each prophet to lead the church.
5. You can pray to God and tell him what you feel.
6. Our families can bring great happiness and peace to our lives.
7. Alma turned towards the humble Zoramites to preach unto them.
8. Samuel the Lamanite stood on the wall preached the gospel to the Nephites.
9. We need to pray to God to know the truth of the Book of Mormon.
10. Do you have a tie that our investigator can wear to church?
11. When we take the sacrament, we should think of the Atonement.
12. At church we can renew our covenants with God.

F. Using the list below create your own sentence that has a direction of action word. The first word is a noun or an action, and the second word is the direction of action word. Make sure that you use the direction of action word correctly with the word given.
Example: ภาษา, ต่อ : เมื่อใช้**ภาษา**ที่เหมาะสม คุณแสดงความเคารพ**ต่อ**ผู่อื่นๆ

1. พระคัมภีร์, แก่
2. เสื้อ, ใส่
3. สวรรค์, สู่
4. ปาฏิหาริย์, หา
5. อดทน, ถึง
6. หัว, ใส่
7. วาง, บน
8. คำถาม, แก่
9. พระเยซูคริสต์, สู่
10. คำสัญญา, ต่อ
11. ผู้สนใจ, หา
12. พร, แก่
13. โบสถ์, ถึง

Companion

Speaking

G. Read "Teach for Understanding" in chapter 10 of *Preach My Gospel*. Discuss with your companion what is being taught in this section. Talk about some concerns that your investigators are having and figure out how this section can help your investigators. Adjust your lesson plans to help your investigators according to their needs. While you discuss use direction of action words to help one another understand how teaching for understanding can improve your ability to bring others unto Christ.

H. Make a plan to help fellowship one of your investigators who is preparing to get baptized. Talk about things the leaders and members in the ward can do to help fellowship the investigator. Discuss the blessings and the effect the members can have on the investigator. Focus on using direction of action words as you practice having a conversation with the ward council.

Listening

I. Ask a native to explain to you when to use each word taught in this section to describe the direction of action (แก่, ต่อ, หา, บน, ถึง, สู่, and ใส่). Write down one sentence for each word in your language notebook. Ask the member to check it for you.

J. Ask a member or a potential missionary in your ward to help you teach your investigator. Before the lesson ask the member to share their feelings about a certain topic. For example, if you are teaching the Restoration have the member share their feelings about God. In the lesson pay attention to the times they use a direction of action word.

Reading

K. Read with your companion from the section “Relationships with Others” in the Missionary Handbook. Pay attention to the use of words used to describe the direction of action (แก่, ต่อ, หา, บน, ถึง, สู่, and ใส่). With your companion, discuss the positive and negative effects of heeding or disobeying what is in the handbook.

Writing

L. Have you and your companion write your testimonies of the Prophet Joseph Smith and the Restoration in a copy of the Book of Mormon. Give this to one of your investigators.

Group

Speaking

M. Scenario: Your investigator is getting ready to be baptized this weekend and you are meeting with him to talk about the importance of baptism and the Gift of the Holy Ghost. As you are teaching, he tells you that he doesn’t understand why the Holy Ghost is important and why he needs to receive it. With your companion, have one missionary take the role of the investigator and the other of the missionary. Help your investigator understand the different ways that the Holy Ghost can help us and be a blessing in our lives.

N. You and your companion are teaching an investigator for the first time and he says he wants to believe in what you teach but he still has a lot of doubt. To help him know for himself, you teach him about prayer and the role of the Holy Ghost and explain to him how he will receive an answer. With your companion, have one missionary take the role of the investigator and the other of the missionary. Teach how prayer and the Holy Ghost will help him receive answers to his questions.

Listening

O. In a missionary correlation meeting with the Ward or Branch mission leader listen to how direction of action words are used when talking about the needs of investigators, and ways the members can help them progress. Ask him some questions that use a direction of action word. Make note of his response, and focus on using these words correctly.

Writing

P. As a district write a list of ways that helps you come closer to Christ. Encourage each companionship to share some ways they are helping their investigators progress and come unto Christ. Write down a few ideas that you would like to incorporate for your companionship. Remember to use direction of action words to write and discuss these things.

Passive Voice ถูก, ได้รับ

Examples

After the resurrection of Jesus Christ, the apostles **were** killed.	หลังการฟื้นคืนพระชนม์ของพระเยซูคริสต์อัครสาวก**ถูก**ฆ่า
When the apostles **were** killed the priesthood authority was lost.	เมื่ออัครสาวก**ถูก**ฆ่าสิทธิอำนาจของฐานะปุโรหิตสูญหายไป
When Christ died, His body **was** laid in the tomb.	เมื่อพระคริสต์สิ้นพระชนม์พระวรกาย**ถูก**วางในอุโมงค์
The Book of Mormon is convincing evidence that the gospel of Jesus Christ **has** been restored.	พระคัมภีร์มอรมอนคือหลักฐานที่ทำให้เชื่อมั่นได้ว่าพระกิตติคุณของพระเยซูคริสต์**ได้รับ**การฟื้นฟูแล้ว
Through His Atonement, we can **be** forgiven.	โดยผ่านการชดใช้ของพระองค์เราจะสามารถ**ได้รับ**อภัย

Explanation

In this section you will learn how to change a sentence to form a passive or active voice. Two sentences can be put together differently, but have the same basic meaning.

Example:

Active		Passive
God **forgives** our sins.	→	Our sins are forgiven by God.

The first sentence above is in active voice (the subject performs the action) and the second is in passive voice (the subject receives the action). The passive voice changes the emphasis of the sentence. The first sentence would be an appropriate answer to the question: "Who forgives our sins?" because it emphasizes God's role.

The second sentence would be an appropriate answer to the question: "How are our sins forgiven?" because it emphasizes that sins really can be forgiven. To decide whether a sentence is using passive or active voice identify whether the subject is the one doing the action or is being acted upon.

Note: The direct object of the active sentence becomes the subject of the passive sentence.

ถูก

ถูก is used to create a more formal passive sentence. It can be used in three different ways, as shown below.

1. This passive voice sentence structure is rare and typically used with sentences that have a negative connotation.

   Grammar: $S_{\text{(received the action)}}$ + ถูก + $O_{\text{(performing the action)}}$ + V

   Example: Jesus Christ **was** scourged by soldiers.

   Jesus Christ + **ถูก** + soldiers + scourged

   พระเยซูคริสต์**ถูก**ทหารโบยตี

2. This passive voice sentence structure is more commonly used and usually carries a neutral or positive connotation.

   Grammar: S $_{\text{(received the action)}}$ + ถูก + V + โดย+ O $_{\text{(performing the action)}}$

   Example: The plates **were** buried by Moroni.

   The plates + **ถูก** + buried + โดย+ Moroni

   แผ่นจารึก**ถูก**ฝังโดยโมโรไน

3. This passive voice sentence structure is more commonly used and usually carries a neutral connotation but can be at times positive or negative.

   Grammar: S $_{\text{(received the action)}}$ + ถูก + V

   Example: He **was** captured.

   He + **ถูก** + captured

   เขา**ถูก**จับ

ได้รับ

ได้รับ is another form of the passive voice that is used in Thai which literally means to receive. This form of passive voice us most often used when the verb performed on the subject is calling or choosing of some kind.

Grammar: S + ได้รับ + (การ*) + V

* การ is usually place in front of verbs to change them into nouns that the subject can receive, although it is not always used. ความ may also sometimes be used.

Examples:

I've **been** called by the Lord to be a missionary.	ผม**ได้รับ**การเรียกจากพระเจ้าให้มาเป็นผู้สอนศาสนา
The church **was** restored in the year 1820.	ศาสนจักร**ได้รับ**การฟื้นฟูในปีที่1820
Brother Somsak **was** set apart as the Branch President.	บราเดอร์สมศักดิ์**ได้รับ**แต่งตั้งให้เป็นประธานสาขา
Twelve of the Nephites **were** commissioned to administer the ordinance of baptism.	ชาวนีไฟสิบสองคน**ได้รับ**มอบหมายให้ปฏิบัติพิธีการบัพติศมา

Pattern Practice

Subject	Passive Marker	Verb/Noun	"by"	Noun		
ฐานะปุโรหิต *The Priesthood*	**ได้รับ** *received*	**การฟื้นฟู** *restoration*	**โดย** *by*	**โจเซฟ สมิธ** *Joseph Smith*		**ครับ/ค่ะ** *(polite word)*
โจเซฟ สมิธ *Joseph Smith*	**ได้รับ** *was/received*	**(การ)เรียก** *(calling) called*	**จาก** *from*	**พระผู้เป็นเจ้า** *God*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
ศาสนจักร *The Church*	**ถูก** *was, were*	**(คำ)ตอบ** *(an answer) answered*	**โดย** *by*	**โจเซฟ สมิธ** *Joseph Smith*		
ฐานะปุโรหิต *The Priesthood*		**(การ)ฟื้นฟู** *(restoration) restored*	**โดยผ่าน** *through*	**คนชั่วร้าย** *evil people*		
ความจริง *Truth*		**(การ)แปล** *(translation) translated*	**อย่างไร** *how?*			
พระกิตติคุณ *The Gospel*		**(การ)ข่มเหง** *(persecution) persecuted*				
แผ่นจารึกทองคำ *The Golden Plates*		**ฆ่า** *killed*				
คำสวดอ้อนวอนของโจเซฟ สมิธ *Joseph Smith's prayer*		**บิดเบือน** *distorted*				
พระเยซูคริสต์ *Jesus Christ*						

Activities

Personal

Speaking

A. Read your journal entry from the day before, then describe what happened to you and your companion in Thai using the passive voice.

Listening

B. While you are out today listen for the passive voice, notice that natives use it quite often. Try to imitate natives' use of passive voice to improve your grammar. Consider writing down verbs and phrases that are used frequently with the passive voice and practice them. Pay attention to instances when they use the passive voice when you normally would not.

Reading

C. Read the following scriptures that have a sentence in passive voice. Change the sentence to active voice, omitting the passive particle, and write it in your language notebook. Check your answers.

1. 1 Nephi 2:21
2. 1 Nephi 4:10
3. 1 Nephi 5:14
4. 1 Nephi 15:17
5. 1 Nephi 22:12

D. Read 1 Nephi 1 with the Thai and English scriptures side by side. As you read in English, try to predict where the passive voice would be used in Thai. Use your Thai scriptures to check your answers as you read.

Writing

E. Translate the following sentences from English to Thai. Check your answers.

1. The authority was taken away by the Lord after the apostles died.
2. The dead receive salvation through temple ordinances.
3. The Book of Mormon is translated in many languages.
4. Doctrine is taught by the apostles of the church.
5. Families are sealed together in the temple.
6. We can obtain a testimony by reading the scriptures.
7. Christ was persecuted because of His teachings.
8. All of your sins are forgiven.
9. Blessings are promised to those who pay tithing.
10. Truth is revealed to the honest in heart.
11. Brother สถิต was called as the new Branch President.

F. Change the sentence from active to passive voice using the passive word (ถูก/ได้รับ). Check your answers. Example: A mosquito bit me. → ผมถูกยุงกัด

1. Missionaries taught me the gospel.
2. God removed the priesthood from the Earth.
3. A loving Heavenly Father restored the Gospel.
4. Moroni buried the gold plates.
5. The Spirit led Nephi in the wilderness.
6. The Lord blesses His children.
7. Alma taught them by the waters of Mormon.
8. Satan tempted Jesus Christ.
9. King Noah killed Abinadi.
10. John the Baptist baptized Jesus Christ.

Companion

Speaking

G. Take turns sharing an experience with your companion regarding a physical trial that you went through (i.e., broken bone, surgery, accident, etc.). Talk about what happened, how it affected you, what you did to overcome it, and what gospel principle you learned from it. Focus on using the passive voice when sharing your experience. Afterward, consider an investigator or member who would benefit from this experience.

H. A common concern among Thai people is, "ทุกศาสนาสอนให้คนเป็นคนดี" or "All religions teach people to be good." Practice teaching your companion about the apostasy, prophets, and the priesthood. Use the passive voice to teach these principles with more clarity and simplicity. Ask the investigator questions to gauge their understanding. Then switch roles with your companion. Afterwards, evaluate your teaching.

I. In preparation for an upcoming lesson choose a relevant parable or story that you could share as part of that lesson. Some ideas could include: the Sower, talents, the Crucifixion, Garden of Gethsemane, the conversion of King Lamoni, or Lehi's vision of the tree of life. Use your words to teach the story or parable using the passive particle. Make sure that the parable or story is applicable to the investigator's needs. Practice the story with your companion before the appointment.

Listening

J. Ask a native speaker to explain how to use "ถูก" and "ได้รับ" correctly. Using the explanation they give you write down 5 examples that use the passive particles. Check them with the native.

K. Listen to a Mormon message that tells a story with passive voice (e.g., "Where Justice, Love, and Mercy Meet") in English. Listen carefully the first time for sentences that could use passive voice in Thai. After listening to the video once, take turns with your companion using the passive voice in Thai to translate the story. Make a plan to share this video with an investigator or member and translate it into Thai for them to help you practice with using the passive participles. Note that you may have to look up some additional vocabulary, but the more times you practice this activity the easier it will be.

Reading

L. Read "The Great Apostasy" from chapter 1 in *Preach My Gospel* with your companion. Using the passive voice practice teaching your companion about the great apostasy. Evaluate your companion on their use of passive particles (ถูก and ได้รับ).

Writing

M. Write a note to your investigator or a member to give them encouragement to overcome trials they may be experiencing. Use the passive particles to give them needed comfort. Example: ผมได้รับความยากลำบากเมื่อไม่อ่านพระคัมภีร์มอรมอน

Group

Speaking

N. Scenario: You are teaching the Restoration to your investigators, พี่แจ็ค and his wife พี่ตุ๊ก. They are both Buddhist but have heard a little bit about Christianity from their Christian friends. At the beginning of the lesson, they ask if you are Protestant or Catholic. When you answer by saying you are neither, they reply by asking, "Then what are you?"

With another companionship, have one companionship take the role of พี่แจ็ค and พี่ตุ๊ก and the other companionship be the missionaries teaching them. Teach พี่แจ็ค and พี่ตุ๊ก about the Restoration and Joseph Smith to help them see that the truth has been restored again after being lost for hundreds of years. Once you are finished, switch roles and do it again.

O. Scenario: As you and your companion are contacting down the streets of Bangkok, you stop and talk to a man that is waiting at a bus stop. He seems to be very interested in talking to you, but once you introduce yourself as a missionary from The Church of Jesus Christ of Latter-day Saints, he quickly responds by saying that every church teaches people to be good, and that since all church are good, it doesn't matter which one you belong to as long as you're a good person.

With your companion, have one missionary take the role of the man at the bus stop and the other of the missionary. Teach this man about the importance of the Restoration and how there is only one true church on the earth. When you are finished, switch roles and practice again.

Listening

P. Have a few missionaries in the district who feel comfortable share their conversion story. Talk about what it was that first sparked their interest, either reading The Book of Mormon, going to church, praying for the first time, or something else. Encourage them to share how they felt, any trials they had, any questions they had, and why it was significant. Share this experience in the passive voice. Listen carefully to each missionary's experience.

Review: Describing Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Actions and Events

- Verbs
- Direction of Action
- Passive Voice

Activities

Personal

Speaking

A. Reflect on your morning routine, use as many verbs as you can to describe out loud what you do to get ready for the day. Also try this activity with adverbs.

Listening

B. Listen to the "Restoration" paying attention to the use of verbs and adverbs in this film. How did Joseph Smith's actions demonstrate his faith? Write your answer in your language notebook.

Reading

C. Read "Language" from the Missionary Handbook. Make a list of verbs that are used in this section, and pay attention to the use of direction of action words to find out how your language affects others as a missionary.

D. Read Mosiah 14:3–5. Use your English scriptures to compare when the passive construction switches from using ถูก to ได้รับ. Talk with your companion or a native speaker to explain your understanding.

Writing

E. Translate the following sentence from English to Thai. Check your answers.

1. Peace will come into our hearts when we forgive others.
2. Bearing your testimony will help strengthen it.
3. When we sincerely repent, God forgives us.
4. Christ can take away our sins if we repent.
5. Alma and Amulek were imprisoned for preaching the gospel.
6. Christ lived His life perfectly according to the will of God.
7. Adam and Eve were commanded not to eat the forbidden fruit.
8. Faith and repentance leads to true conversion.
9. Call us when you get to the church.
10. Remember to bring your scriptures with you on Sunday.
11. You received your calling from a prophet of God.
12. Our investigator brought her friend to church today.

F. Write a definition and explanation for repentance using combination of verbs, adverbs, direction of action words, or passive voice. Make your definition simple enough that a young child could understand what repentance is and how to do it. Use this definition in one of your upcoming lessons.

Companion

Speaking

G. Using adverbs, describe to your companion how an effective missionary teaches. For example: "An effective missionary teaches clearly." After listing everything you can think of, choose one or two of the adverbs that you and your companion would like to try to improve your teaching. Make plans to apply them this week. Follow up on this goal later in the week.

H. Think of a time when you misplaced one of your belongings. Take turns with your companion describing the steps you took to find the object using as many direction of action words as you can.

Listening

I. Ask a member to give you instructions on how to properly wear the Thai ผ้าขาวม้า. Listen to their use of verbs and adverbs. After each instruction ask the member if you have done it correctly.

J. Ask a member how they met or were introduced to the missionaries while paying close attention to the use of verbs and direction of action words. Also pay close attention to the different ways previous missionaries contacted and taught these members and make a goal to try out one of these contacting methods.

Reading

K. Read *The Living Christ: The Testimony of the Apostles* in Thai. Take turns with your companion reading a sentence each. Discuss how your testimony of Jesus Christ has impacted your life using verbs and direction of action words. Use this testimony of Christ along with your own to teach your investigators

Writing

L. Using เอา, พา, and นำ, write down a list of instructions for your investigator to know what they need to remember to bring with them to their baptism. Example: เอาเสื้อผ้ามาเปลี่ยน

Group

Speaking

M. Play a game of charades with your district, focus on verbs that you can act out. The person who guesses the word correctly gets to go next.

N. As a district practice teaching about Joseph Smith and the first vision. Be sure to use as many verbs, direction of action words and passive voice sentences as you can.

Listening

O. Print out copies of *The Living Christ: The Testimony of the Apostles* in Thai to hand out. Plan a Family Home Evening Lesson centered on Jesus Christ. Discuss some of the things that Christ did for mankind. Pay attention to the use of verbs, adverbs, direction of action words, and passive voice. Try to use them all as you hear native say them. Share your testimony about Jesus Christ, then invite everyone else to share their testimonies.

Reading

P. Read 3 Nephi 11:1–17. Choose a narrator to read these verses out loud, and the rest of the group has to listen and act out the scene that is being described. You may also choose to try this activity with another scripture story.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed or what you did to find out the Book of Mormon is true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Have** you **ever** thought about where you camer from? (Have ever)
- Jesus Christ **died** for us. (Tenses)
- **Before** we begin teaching, can we start with start with a prayer? (Prepositions)
- Praying **three times per day** is a good way to remember the Lord. (Frequency of Events)
- He **just told** us that he wants to be baptized. (*Venir* and the Recent Past)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Savior's Earthly Ministry" (What did Christ do while on the earth?)
- "The Great Apostasy" (What happened during the apostasy? What caused it to happen?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (How was Joseph Smith called as a prophet? What did God ask him to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did we come to have the Book of Mormon?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What happened before we came to earth?)
- "The Creation" (How was the world created? How were we created?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Follow Up on Commitments" (Did they keep the commitment? Why or why not?)
- "Share an Experience" (What has happened in your life to help you know the truth?)

Have Ever

Examples

I've **had** the same kinds of questions.	ผม(ซิสเตอร์)ก็**เคย**สงสัยอย่างนั้นเหมือนกัน
Many people **have** felt the way you do.	หลายคน**เคย**รู้สึกเหมือนคุณ
May I share a scripture that **helped** me?	ผม(ซิสเตอร์)ขออนุญาตแบ่งปันข้อพระคัมภีร์ที่**เคยช่วย**ผม(ซิสเตอร์)ได้ไหมครับ
I have felt that way **before** myself.	ผม(ซิสเตอร์)เองก็รู้สึกอย่างนั้น**มาก่อน**

Explanation

In this section you will learn how to use the verb "have ever" in order to ask someone if they have ever done something before and how to respond using the same verb.

Past and Present

"เคย" is used when asking someone if they have ever done a specific task or action in the past or at the present time.

Grammar: Question - S + เคย+ V + O (มาก่อน) ไหม?

Answer 1 - เคย, S + เคย+ V + O (มาก่อน).

Answer 2 - ไม่เคย, S + ไม่เคย + V + O (มาก่อน).

(ไม่เคย translates to "never")

Note: The words "มาก่อน" mean "before", and can be added to the end of a sentence when asking or answering a question (i.e. Have you ever been to church **before**?).

Example: Question - คุณเคยเข้าโบสถ์มาก่อนไหม? (Have you ever been to church?)

Answer 1 - เคย, ฉันเคยเข้าโบสถ์มาก่อน (Yes, I have been to church.)

Answer 2 - ไม่เคย, ฉันไม่เคยเข้าโบสถ์มาก่อน (No, I have never been to church.)

Examples:

Q: คุณ**เคย**เรียนรู้เกี่ยวกับพระเยซูคริสต์ไหม? **Have** you **ever** learned about Jesus Christ?	A: **เคย**, **เคย**เรียนรู้เกี่ยวกับพระเยซูคริสต์ Yes, I **have** learned about Jesus Christ before.
Q: คุณ**เคย**ไปภาคเหนือของประเทศไทยไหม? **Have** you **ever** been to northern Thailand?	A: **ไม่เคย**, **ไม่เคย**ไปภาคเหนือของประเทศไทย No, I **have never** been to northern Thailand.
Q: ก่อนที่คุณเป็นผู้สอนศาสนาคุณ**เคย**ลองกิน อาหารไทยไหม? Before you were a missionary **had** you **ever** tried Thai food?	A: **เคย**, ก่อนที่ผมเป็นผู้สอนศาสนาผม**เคย**ลองกินอาหารไทย Yes, before I was a missionary I **have** tried Thai food.
Q: เธอเคยสวดอ้อนวอนมาก่อนไหม **Has** she **ever** prayed **before**?	A: **ไม่เคย**, เธอ**ไม่เคย**สวดอ้อนวอน**มาก่อน** No, she **has never** prayed before.
Q: เขา**เคย**เล่นวอลเลย์บอลมาก่อนไหม **Has** he **ever** played volleyball **before**?	A: **เคย**, เขา**เคย**เล่นวอลเลย์บอล**มาก่อน** Yes, he **has** played volleyball before.

Note: When answering a question, it is not always necessary to repeat the entire sentence back. It is appropriate to answer with just repeating the same verb that was used in the question. For example, if someone were to ask "คุณเคยกินแกงเขียวหวานไหม?" ("have you ever tried green curry?" you could answer "ไม่เคย" ("have" – if the answer is yes) or "ไม่เคย" ("have not" – if the answer is no).

Pattern Practice

Subject		Helping Verb	Verb Phrase			
ผม *I (m)*		**เคย** *have*	**พูดกับผู้สอนศาสนา** *talked with missionaries*			**ครับ/ค่ะ** *(polite word)*
ผม *I (m)*	**(ไม่)** *(not)*	**เคย** *used to/ have ever*	**ไปโบสถ์** *gone to church*		**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
ซิสเตอร์ *I (f)*			**อ่านพระคัมภีร์** *read scriptures*			
คุณ *You (same age)*			**พูดกับผู้สอนศาสนา** *talked with missionaries*			
พี่ *You (older)*			**ศึกษาเกี่ยวกับพระเยซูคริสต์** *studied about Jesus Christ*			
เรา *We*			**สวดอ้อนวอนถึงพระผู้เป็นเจ้า** *prayed to God*			
เขา *He/she*			**สงสัยว่า** *wondered*	**เรามาจากที่ไหน** *where do we come from?*		
				เราอยู่ที่นี่ทำไม *why are we here?*		
				เราจะไปที่ไหน *where we are going?*		

Future

There are no official Thai words to say the words "never" and "ever" when speaking about future events (the word "เคย" is not used to say these words). Instead, you can use the word "จะ" (will) before the verb in order to say "ever" and "จะไม่" (will not) before the verb to say "never."

Grammar: S + จะ + V + O or S + จะไม่ + V + O

Examples:

Will you **ever** come back to Thailand?	คุณ**จะ**กลับมาประเทศไทยไหม?
God **will never** abandon his children.	พระผู้เป็นเจ้า**จะไม่**ละทิ้งลูกๆของพระองค์
God **will never** take the gospel from the earth again.	พระผู้เป็นเจ้า**จะไม่**เอาพระกิตติคุณออกจากโลก อีกต่อไป
Jesus Christ **will never** forget you.	พระเยซูคริสต์**จะไม่**มีวันลืมคุณ
Will she **ever** be able to get baptized?	เธอ**จะ**สามารถรับบัพติศมาได้ไหม?

Pattern Practice

	Time		Noun	Tense	Verb Phrase		
	เดือน *Month*	**หน้า** *next*	**เขา** *he*	**จะ** *will*	**รับบัพติศมา** *be baptized*		**ครับ/ค่ะ** *(polite word)*
	อาทิตย์ *week*		**เขา** *he/she*	**(ไม่ได้)** *(did not)*	**สวดอ้อนวอน** *pray/prayed*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
เมื่อ +	**เดือน** *month*	**+ ที่แล้ว** *last/ago*	**ผม/ซิสเตอร์** *I (m/f)*	**(จะ)** *(will)*	**ไปโบสถ์** *go/went to church*	**(ใช่ไหม)** *(right?)*	
	ปี *year*		**เรา** *we*	**(จะไม่)** *(will not)*	**อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon*	**(หรือ)** *(right?)*	
	อาทิตย์ *week*		**คุณ** *you (same age)*		**อ่านเอกสาร** *read the pamphlet*		
	เดือน *month*	**+ นี้** *this*	**พี่** *you (older)*		**สูบบุหรี่** *smoke/smoked*		
	ปี *year*				**ดื่มเหล้า** *drink/drank alcohol*		
	อาทิตย์ *week*				**รับบัพติศมา** *be/was baptized*		
	เดือน *month*	**+ หน้า** *next*			**สอนเกี่ยวกับการกลับใจ** *teach/taught about repentance*		
	ปี *year*				**สอนเกี่ยวกับการฟื้นฟู** *teach/taught about the Restoration*		

Extra Time Expressions

วัน *day*	**วันอาทิตย์** *Sunday*
ครั้ง *time*	**วันจันทร์** *Monday*

Activities

Personal

Speaking

A. Make a bucket list of things you have never seen or done in your area, but would like to do for a preparation day activity. Come up with 5–10 things and say them out loud. Example: ผมไม่เคยไปเที่ยวดอยสุเทพ ผมอยากจะไปเที่ยวดอยสุเทพ

Listening

B. Listen carefully to native speakers and mimic how they use เคย in both a question and a regular sentence. Write down five examples that you hear throughout the day. Practice saying them out loud.

Reading

C. Look up the following scriptures to see how this grammar principle is used. Choose one of these scripture stories to use in your next lesson and come up with your own sentences using เคย.

3 Nephi 8:5,7	Genesis 41:19
3 Nephi 11:27	Mark 2:10–12
3 Nephi 16:1–2	Mark 14:30–31

D. Read through the lyrics to the Elephant song. Ask a member to teach you the tune to this popular Thai children's song.

ช้าง ช้าง ช้าง ช้าง ช้าง น้องเคยเห็นช้างหรือเปล่า
ช้างมันตัวโตไม่เบา จมูกยาวยาวเรียกว่างวง
มีเขี้ยวใต้งวงเรียกว่างา มีหู มีตา หางยาว.

Writing

E. Translate the following sentences from English to Thai. Check your answers.

1. I have never received an answer to my prayers.
2. I have never played สงกรานต์ before.
3. I have never seen God or Jesus Christ when I have prayed.
4. The missionaries are never late.
5. I will never abandon my faith in Jesus Christ.
6. We will not take the Lords name in vain.
7. I will never disappoint my mission president.
8. We never leave the house after 9:30 p.m.
9. I will never forget that God loves me.

F. Answer the question in Thai as specified in parenthesis, either positive or negative. Be sure to answer with a full sentence, not just yes or no. Check your answers. Example: Have you ever been to the beach? (negative) – ผมไม่เคยไปทะเล.

1. Have you ever been to church? (positive)
2. Have you ever been baptized? (negative)
3. Has Jesus ever sinned? (negative)
4. Have you ever heard of Jesus Christ? (positive)
5. Will Jesus ever return to the earth? (positive)
6. Have you ever invited your friends to church? (negative)
7. Have you ever fasted before? (negative)
8. Have you ever wondered why we are here on earth? (positive)

Companion

Speaking

G. Read Alma 26:22–36 with your companion. Share any experiences you've had with your companion that are similar to those of Ammon and his brethren. Have you ever felt like Ammon did when he was preaching to the Lamanites?

H. Identify one or two investigators who are not progressing and look at their teaching records. Ask each other about the things that you have and have never done to help them progress. Afterwards, come up with some goals to help this investigator progress. Try to use เคย and จะ while you discuss with your companion.

Listening

I. Part of the baptismal interview is asking an investigator if they have ever committed a serious crime, had an abortion, or been in a homosexual relationship. Practice different scenarios with your companion how you might help an investigator who has committed a serious sin as specified in question 4 of the baptismal interview questions. Seek for help from your district leader for suggestions on how to help the investigator repent and prepare for baptism.

J. Talk about all the areas that you have served in and who you served with using เคย. Listen to all the areas your companion has served in and who he or she has served with. Then share the list of areas that you have served in.

Reading

K. Read from the Missionary Handbook and discuss with your companion the things that a missionary should and should never do using เคย. Have your companion ask if you have ever done something and answer in the positive or negative. Take turns asking and answering questions.

Writing

L. Write a list of all the different Thai dishes you have tried. Ask your companion if they have ever tried any of those dishes. Take turns asking and answering questions using เคย. Choose a dish from your companions list that you have never tried and commit to try it.

Group

Speaking

M. Scenario: เอก is a new investigator that you have just recently met. He doesn't have a family and he works in the อีสาน as a ตุ๊กๆ driver. You are unsure of his religious background, but when you met him he said he loved Jesus Christ and has been to a Christian church before. Before you begin teaching, you ask him questions to find out more about what he believes in and what things he know about Christianity.

With your companion, choose who will take the role of เอก and the other will be the missionary. Get to know เอก better by asking him questions about his religious background so you can better teach according to his needs. After you have finished, switch roles with your companion and do it again.

N. พี่อู๋ has been learning with you for a couple of weeks now, but he is still struggling to find his answer that your message is true. He wants to believe and has a great desire to learn, but he sometimes feels like God isn't listening. พี่อู๋ says he has prayed many times but doesn't feel like he is getting an answer.

With your companion, take turns playing the role of พี่อู๋ while your companion plays the role as the missionary. Help พี่อู๋ recognize how the Spirit communicates with us and in what ways his answer will come. Ask him questions to help you understand what kinds of experiences he has had in the past with prayer and ask him to share what he believes. Once you have gone through the scenario, switch roles and do it again.

Listening

O. As a district, talk about your companionship goals. Discuss what you have been able to accomplish, and goals that you have never been able to accomplish. Talk about what the reasons may be for not fulfilling your goals. Use เคย and จะ to evaluate your goals and set new ones.

P. Get to know your district members better by playing the game "two truths and a lie." In this game you will need to write down two things that are true about yourself and one lie. Make sure to use เคย and มาก่อน to form your sentences. Give the piece of paper to the district leader who will read them out loud. The group will have to decide together which of the three facts is the lie for each person, then reveal which facts were true and which one was false.

Tenses

Examples

The Book of Mormon is convincing evidence that the gospel of Jesus Christ **has been** restored.	พระคัมภีร์มอรมอนคือหลักฐานที่ทำให้เชื่อมั่นได้ว่าพระกิตติคุณของพระเยซูคริสต์ได้รับการฟื้นฟู**แล้ว**
In the temple, members perform ordinances for those who **have** died.	ในพระวิหาร สมาชิกประกอบพิธีการสำหรับผู้ที่เสียชีวิตไป**แล้ว**
When we give service to others, we **are** serving God.	เมื่อเรารับใช้ผู้อื่นเรา**กำลัง**รับใช้พระผู้เป็นเจ้า
Here the prophet . . . **is** teaching the people.	ข้อนี้ศาสดา...**กำลัง**สอนผู้คน
The obedient **will** live in a state of happiness.	ผู้ที่เชื่อฟัง**จะ**อยู่ในสภาพแห่งความสุข

Explanation

In this section you will learn how to indicate when an action or event has occurred. Thai does not require verb conjugation to change the tense of the sentence. Once the tense/time period is specified (usually in the first sentence), the speaker may choose not to use tense words in additional sentences of the same tense/time period. This can be a little confusing, so it is important to listen for and note the initial tense. In this section you will also learn how to ask if someone has finished a task.

Past Tense

The past tense is used to talk about actions that have occurred. ได้ is sometimes used to indicate that an action occurred in the past. After ได้ has been said once about a given subject usually at the beginning of a conversation, it does not have to be used again in the sentences following. For example, if someone was telling a story that took place the day before they would begin the story by indicating that the events already took place in the first sentence. เมื่อวานนี้เราได้ไปที่บ้านของซิสเตอร์จอย เราสอนเขาเกี่ยวกับการฟื้นฟู (Yesterday we went to Sister Joy's house. We taught her a lesson about the Restoration.) Because the first sentence indicates that the event happened in the past by using the words เมื่อวาน ("yesterday") and ได้ ("can" or "did"), it is implied that the second sentence is also in the past (even though it literally translates to somethings happening in present tense "สอน" ("to teach").

The word "เพิ่ง" translates to "just" and is only used when an action has just taken place.

Grammar: S + ได้ + V + O = past tense

S + เพิ่ง + V + O = recent past tense ("just")

Examples:

Joseph Smith **translated** the Book of Mormon.	โจเซฟสมิธ**ได้**แปลพระคัมภีร์มอรมอน
We **just** got back to our apartment.	เรา**เพิ่ง**กลับไปที่อพาร์ตเมนต์ของเรา
We **lived** with God before we came to earth.	เรา**ได้**อยู่กับพระผู้เป็นเจ้าก่อนที่เรามาบนโลกนี้
I **just** barely read a scripture about faith.	ผม**เพิ่ง**อ่านพระคัมภีร์เกี่ยวกับศรัทธา

Present Tense

The present tense is used to talk about actions that are occurring in the present, including actions that are in progress. There are no particles or words that need to be used to indicate if you are speaking in the present tense. To describe present progressive tense, the words กำลัง (in the process of an action) or กำลังจะ (just about to do something) are used.

Example: S + V + O
S + กำลัง + V + O
S + กำลังจะ + V +O

Examples:

Jesus Christ loves us.	พระเยซูคริสต์ทรง**รัก**เรา
I am about to call the district leader.	ฉัน**กำลัง**จะโทรหาหัวหน้าดิสตริกท์
She is helping the missionaries.	เธอ**กำลัง**ช่วยผู้สอนใจ
We teach about God and Jesus Christ.	เรา**สอน**เกี่ยวกับพระผู้เป็นเจ้าและพระเยซูคริสต์
He is about to leave for church.	เขา**กำลังจะ**ออกไปโบสถ์
God is guiding us.	พระผู้เป็นเจ้าทรง**กำลัง**นำทางเรา

Note: The word อยู่ can be added at the end of S + V + O or S + กำลัง + V + O in order to express that you are doing something in that present moment. For example, if someone were to ask you what you are doing, and you were reading a book, you could respond by saying "อ่านอยู่" or "กำลังอ่านอยู่" ("I'm reading.")

Already yet, yes/no?

This grammar principle is used to ask if someone has finished a task, or if they are still currently working on something. The most common way to ask questions like these is with the phrase "แล้วหรือยัง", which literally translates to "already or yet".

Grammar: Question: S + V + O + แล้วหรือยัง
Answer 1: V + แล้ว
Answer 2: ยัง + ไม่ได้ + V

Examples:

Question	Positive Answer	Negative Answer
คุณทำเสร็จ**แล้วหรือยัง** Are you finished yet?	เสร็จ**แล้ว** Yes, I'm finished.	**ยังไม่**เสร็จ or ยังทำไม่เสร็จ* No, not yet.
คุณอยู่ที่นี่นาน**หรือยัง** Have you been here long?	อยู่นาน**แล้ว** Yes, I've been here long.	ยังไม่นาน No, not too long.

Question	Positive Answer	Negative Answer
คุณสอนผู้สนใจ**แล้วหรือยัง** Have you taught the investigator yet?	สอน**แล้ว** Yes, we've taught them already.	**ยังไม่**ได้สอน No, we have not taught them yet.
กินข้าว**แล้วหรือยัง** Have you eaten yet	กินข้าว**แล้ว** Yes, I've eaten already.	**ยังไม่**ได้กิน No, I haven't eaten yet.
การประชุมเริ่ม**แล้วหรือยัง** Has the meeting started yet?	เริ่ม**แล้ว** Yes, it's already started.	**ยังไม่**เริ่ม No, it hasn't started yet.

Note: It is appropriate to answer with just the word "ยัง" if you have not done the task yet.

For example: Q: กินข้าวแล้วหรือยัง ("Have you eaten yet?")

A: ยัง ("Not yet.")

*Any time you use the word "เสร็จ" the second answer from the grammar principle above does not apply. You can answer using the grammar structure of answer 1: ยังไม่เสร็จ or with ยัง+ V + ไม่ + เสร็จ (ยังทำไม่เสร็จ).

Pattern Practice

Subject	Verb Phrase	"and still am"	Time	"already"	
ผม *I*	**เป็นผู้สอนศาสนา** *have been a missionary*	**มา** *(and still am)*	**สามเดือน** *three months*	**แล้ว** *already*	**ครับ/ค่ะ** *(polite word)*
เรา *We*	**เป็นผู้สอนศาสนา** *have been a missionary*	**มา** *(and still am)*	**นานเท่าไร** *how long*	**แล้ว** *already*	**ครับ/ค่ะ** *(polite word)*
ผม *I (m)*	**เป็นสมาชิก** *have been a member*	**ได้** *(and still am)*	**กี่ ปี** *how many years*		
เอ็ลเดอร์ *Elder*	**อยู่ประเทศไทย** *have been in Thailand*		**หนึ่งปี** *one year*		
ซิสเตอร์ *Sister/I (f)*	**เรียนภาษาไทย** *have learned Thai*		**สองปี** *two years*		
บราเดอร์ *Brother*	**ทำงานที่นั่น** *have worked there*		**สี่อาทิตย์** *four weeks*		
พี่ *You (older)*	**พักอยู่ที่นี่** *have lived here*		**สามเดือน** *three months*		
	ขับรถแท็กซี่ *have driven a taxi*		**นาน** *a long time*		
			กี่ชั่วโมง *how many hours*		

Subject		Verb	Noun	"already or yet"	
พี่ *You (older person)*		**เลิก** *quit*	**ดื่มชา** *drinking tea*	**แล้วหรือยัง** *already or yet?*	**ครับ/ค่ะ** *(polite word)*
คุณ *You (same age)*		**เลิก** *quit*	**สูบบุหรี่** *smoking*	**(แล้วหรือยัง)** *(already or yet?)*	**ครับ/ค่ะ** *(polite word)*
พี่ *You (older person)*	**(ยังไม่ได้)** *(still have not)*		**ดื่มเบียร์** *drinking beer*		
พ่อ *You (father's age)*			**ดื่มกาแฟ** *drinking coffee*	**(แล้ว)** *(already)*	
แม่ *You (mother's age)*			**ดื่มชา** *drinking tea*		
ผม *I (m)*			**ยาเสพติด** *drugs*		
ซิสเตอร์ *I (f)*		**สวดอ้อนวอน** *pray/prayed*			
เขา *He/she*		**อ่านพระคัมภีร์มอรมอน** *read The Book of Mormon*			
		ไปโบสถ์ *go/went to the church*			

Activities

Personal

Speaking

A. Review your planner for the week. Retell out loud the events that have happened in the last few days using past tense, what is happening today using present tense, and what will happen in the next few days using the future tense.

Listening

B. As you prepare to follow up on commitments or ask questions using แล้วหรือยัง, make a list of possible responses, such as "ยังไม่ได้สวดอ้อนวอน." Then listen throughout the day to check off the ones from your list or add new responses to your questions and commitments that you hear people say.

Reading

C. Read the following sentences and decide what tense each sentence is in. Write "past" for past tense, "present" for present tense, and "future" for future tense. Check your answers.

1. คุณกำลังอ่านพระคัมภีร์มอรมอนไหม?
2. ฉันเพิ่งสวดอ้อนวอนเสร็จ
3. มีประสบการณ์ที่ผมอยากจะแบ่งปันกับคุณ
4. การทำตามซาตานจะทำให้ชีวิตของคุณเศร้า
5. พระผู้เป็นเจ้าทรงรักเรา
6. คุณจะทำตามพระผู้ช่วยให้รอดหรือไม่?
7. พระเยซูคริสต์รับบัพติศมาในแม่น้ำจอร์แดน
8. พระเจ้าทรงอวยพรแก่เราเมื่อเรารักษาพระบัญญัติ
9. เมื่อคุณอ่านพระคัมภีร์คุณจะรู้สึกสงบ

D. Read Moroni 7:27–38 looking for all the examples of แล้ว. In your notebook answer the question, "Have miracles ceased?" Use the grammar taught in this section. Share with your companion what you learned from this activity.

Writing

E. Translate the following sentences from English to Thai. Check your answers.

1. Has God stopped calling prophets?
2. The sticky rice is almost gone.
3. We are almost to our investigator's house.
4. Have you prayed to know if you should be baptized?
5. The people of Nephi traveled so far that their energy was all gone.
6. Have you invited your family to church yet?
7. Ammon taught the Lamanites.
8. I know that God will comfort you.
9. Going to conference will be a great experience.
10. How did you feel when you were baptized?
11. Christ chose twelve apostles to help Him spread the gospel.
12. The Book of Mormon was translated by Joseph Smith.

F. Change the English sentence to past tense in Thai, showing that the action has already been completed. Check your answers. Example: She is going to eat food. → เธอกินข้าวแล้ว.

1. I am going to church.
2. I will read the Book of Mormon.
3. The angel Moroni is going to visit Joseph Smith three times.
4. God creates man on the sixth day.
5. I am serving a mission in Thailand.
6. Are you going to partake of the sacrament on Sunday?
7. The new missionaries arrive on Wednesday.
8. I'm wearing a white shirt.

Companion

Speaking

G. Scenario: Today is your preparation day and you and your companion are discussing the different activities you are going to do. With your companion, talk together about the different things you need to get done today and the different activities you would like to do. Practice switching back and forth, asking and answering questions using จะ, กำลังจะ, and กำลัง. In the practice scenario, make sure to create various sentences to use each word multiple times until both of you feel comfortable with using this grammar principle.

H. Follow-up on your personal and companionship goals from the previous week. Ask your companion whether or not he or she accomplished each goal using แล้วหรือยัง. If there were any goals that he or she did not accomplish discuss what can be done to help your companion achieve his or her goal this week using the future tense. Review the goals the following week.

Listening

I. Invite a potential missionary to spend a day with you to get a feel for what life will be like when he or she is a missionary. With your companion tell the potential missionary what you will be doing that day by using this grammar principle. Ask him or her to make suggestions about what activities he or she would like to do that day too.

J. Ask a native to share a story about his or her childhood. Notice how, given the context, a native may choose not to use the past tense particle (ได้) because it is implied. Use the example of the native to share a story with your companion about your childhood.

Reading

K. Read Genesis 1 in Thai with your companion. Write down what God created on each of the seven days. Take turns testing each other about what was created on each day using questions with past tense and แล้วหรือยัง. Use this exercise to help teach your investigators about the creation.

Writing

L. On the progress record for this week write down information about each investigator you are teaching. Include the lessons and commitments you have left with them. As you write down this information say it out loud to your companion. During your progress meeting with the ward mission leader tell him what principles/commitments you have taught your investigators and which principles you will teach them this week. Focus on using the correct tense when referring to your past and future lessons. After your meeting, ask your ward mission leader if you used the tenses correctly.

Group

Speaking

M. You and your companion have been teaching an investigator named หนึ่ง for a couple of weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In the last lesson, you taught him about keeping the Word of Wisdom and the blessings that it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit his addictions. He said he would try. With your companion, have one missionary take the role of หนึ่ง and the other of the missionary. Practice following up with หนึ่ง on his commitment to keep the Word of Wisdom. If he says he is keeping it, share your excitement with him! If he is struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again.

N. หนึ่ง was doing so well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either. With your companion, have one missionary take the role of หนึ่ง and the other of the missionary. Help หนึ่ง understand that relapses happen sometimes, but that he can still overcome his addiction with help from the Lord. Teach หนึ่ง about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit to live the Word of Wisdom again.

Listening

O. As a missionary we need to remember that coming unto Christ may be a slow process. There are many people in your area that need help getting back on the correct path to Christ. Have each companionship identify one or two less-active members in your area that you are currently teaching. Discuss as a district what things stopped them from going to church in the past, what the members and missionaries are doing currently to help them come back, and what could be done in the future to help them grow closer to Christ. Keep track of when the conversation switches from the past to present to future, and write down some of the suggestions from other companionships to help the less active members you are teaching.

P. Ask the missionaries in the district to think of a specific experience that built their faith in Christ, one that they would be willing to share with others. Invite the missionaries to write this experience on a piece of paper in Thai. Each missionary will trade papers with another missionary, identify what tense he or she used, and if it was used correctly. Allow each missionary to ask three follow-up questions about the other missionary's experience. Be sure to use the correct tense as you ask and answer questions.

Prepositions

Examples

Our purpose **on** earth is to prepare to meet God.	จุดประสงค์ของเรา**บน**โลกนี้คือการเตรียมตัวพบพระผู้เป็นเจ้า
Before our next visit will you read the assigned passages?	**ก่อน**ที่เราจะมาเยี่ยมครั้งต่อไปคุณจะอ่านข้อความตอนที่เรามอบหมายให้อ่านไหมครับ(คะ)
The law of chastity means being faithful to one's spouse **after** marriage.	กฎพรหมจรรย์หมายถึงการซื่อสัตย์ต่อคู่ครอง**หลัง**แต่งงาน
Through the scriptures we learn **about** Jesus Christ.	เราเรียนรู้**เกี่ยวกับ**พระเยซูคริสต์จากพระคัมภีร์
God has called a prophet **in** our day.	พระผู้เป็นเจ้าทรงเรียกศาสดา**ใน**วันเวลาของเรา

Explanation

In this section you will learn how to use prepositions. Prepositions are words that show the relationship between a noun or a pronoun, with another word or element in the rest of sentence. Some prepositions include the words: before, from, in, with, around, before, after, between, etc.

Grammar:
The placement and use of prepositions in Thai is similar to English. When designating a location, the preposition is placed after the object and before the location. In other circumstances, the prepositional word will usually follow English grammar.

Location: S + V + O + **preposition** + location
Example: พระคำภีร์มอรมอนอยู่บนโต๊ะ *The Book of Mormon is on the table.*

Other: **Preposition** + S + V + O
Example: หลังจากที่เธออ่าน เธอรู้สึกสบายใจ *After she read, she felt at ease.*

Thai	English	Example:
ก่อน	before	**ก่อน**เริ่มการสอน เราขอสวดอ้อนวอนได้ไหม? **Before** we begin teaching, can we start with a prayer?
หลังจาก	after	**หลังจาก**ที่เราใช้ศรัทธา พระผู้เป็นเจ้าจะทรงตอบคำสวดอ้อนวอนของเรา **After** we exercise faith, God will answer our prayers.
ใน	in	เราอ่านเกี่ยวกับศาสดาพยากรณ์**ใน**พระคัมภีร์มอรมอน We read about the prophets **in** the Book of Mormon.
บน	on	ซอสพริกอยู่**บน**ชั้นที่สาม The chili sauce is **on** the third shelf.

Thai	English	Example:
ใต้	under	**กลับ**รถใต้สะพาน Make a U turn **underneath** the bridge.
ระหว่าง	between	พันธสัญญาคือคำสัญญา**ระหว่าง**เรากับพระผู้เป็นเจ้า A covenant is a promise **between** us and God.
หลัง	behind	โบสถ์อยู่**หลัง**คลินิกตา The church is **behind** an eye clinic.
รอบ	around	เขาเดิน**รอบ**โบสถ์ He walked **around** the church.
จนถึง/จนกว่า	until	ผู้สอนศาสนาต้องรอ**จนถึง**วันเตรียมเพื่อพูดคุยกับครอบครัว Missionaries have to wait **until** their preparation day to talk with their families.
ปราศจาก	without	**ปราศจาก**การชดใช้ของพระเยซูคริสต์เราก็ไม่สามารถสะอาดจากบาปได้ **Without** the atonement of Jesus Christ, we could not be clean from sin.
โดย(ผ่าน), ด้วย	through	พระผู้เป็นเจ้าทรงเปิดเผยความจริง**โดยผ่าน**ศาสดาพยากรณ์ God reveals truths **through** prophets. โจเซฟ สมิธแปลพระคัมภีร์มอรมอน**ด้วย**อำนาจของพระผู้เป็นเจ้า Joseph Smith translate the Book of Mormon **through** God's power
เกี่ยวกับ	about	เราควรสอนเธอ**เกี่ยวกับ**การบัพติศมาครั้งต่อไป We should teach her **about** baptism next time.
ตาม	according to	ศาสดาพยากรณ์เขียน**ตาม**การเปิดเผยที่ท่านได้รับจากพระผู้เป็นเจ้า Prophets write **according to** revelation they receive from God.

Activities

Personal

Speaking

A. Use prepositions to describe the objects and people in the picture below ("Alma Baptizes in the Waters of Mormon"). Try to come up with at least 10 sentences that use prepositions. Example: คนยืนอยู่รอบผืนน้ำแห่งมอรมอน → The people are standing around the waters of Mormon.

Listening

B. Before you go out today make a list of as many prepositions as you can think of (at least 15). Throughout the day check off the ones that you hear people say from your list or add new ones to the list.

Reading

C. Read 3 Nephi 11:39–40 with your Thai and English scriptures side-by-side. Choose sentences from the English scriptures that have a preposition and translate them to Thai without referring to the Thai scriptures. Afterwards, check the Thai scriptures to see how well you translated them.

D. Read Helaman 13 about Samuel the Lamanite. Look for examples of prepositions like before, after, and in.

Writing

E. Write down how to get to chapels from other areas you've served in or the area you are currently serving in. You can also write down how to get to the chapel from your home ward. Consider drawing a map to get to the chapel.

F. Translate the following sentences from English to Thai. Check your answers.

1. Parents should teach the gospel to their children in the home.
2. Faith without works is not true faith.
3. Through the Atonement of Jesus Christ, we can receive strength to overcome weakness.
4. According to this scripture, what is true faith?
5. Where do trials come from?
6. We lived in Heaven before we came to the earth.
7. Families are sealed by the power of the priesthood.
8. We rode our bikes around the city to avoid traffic.
9. After we are baptized we receive the gift of the Holy Ghost.
10. Before you can go to the temple you must be a member for one year.
11. Everyone is welcome to walk around the temple grounds, but without a recommend you can't go inside.
12. The Relief Society president sat next to our investigator.

Companion

Speaking

G. Do your nightly planning with your companion by beginning with a prayer, then plan meaningful activities for every hour of the day. With your companion, discuss what activities you will do tomorrow to prepare to teach, help your investigators progress, and find new investigators. Plan specific activities for each hour of the day. Try to use prepositions as you plan out your day.

H. Read over the bullet points in "Finding Through Your Own Efforts" in chapter 9 of *Preach My Gospel* for suggestions of how to find people to teach. Practice contacting a new investigator in the different settings listed in that section. Use as many prepositions as possible. Take turns being the missionary and the person you are contacting. Use some of the approaches you practice today while you are finding.

Listening

I. Use prepositions to give your companion directions to different locations. From every place that you go today practice giving your companion directions to the church.

J. With a native speaker, go through the list of prepositions and listen to them use each one in an example in Thai. When they are done, practice with them using your own examples.

Reading

K. Read the missionary white handbook section "Temple Attendance," while paying attention to the variety of prepositions in this section used to describe proper care of the temple garment. Afterwards review with your companion by asking some of the following questions.

1. ผู้สอนศาสนาสามารถเข้าไปพระวิหารได้เมื่อไร?
2. ผู้สอนศาสนาควรต่ออายุใบรับรองพระวิหารเมื่อไร?
3. ควรสวมการ์เม้นท์เมื่อไร?
4. ควรสวมการ์เม้นท์อย่างไรบ้าง?
5. คุณควรทำอย่างไรกับการ์เม้นท์เมื่อสกปรก?
6. อธิบายพันธสัญญาที่เราทำเมื่อสวมการ์เม้นท์.

Writing

L. Share a story and a message from the Book of Mormon in Thai. With your companion, choose a message from the scriptures that you would like to share with one of your investigators. Write down a story that illustrates this message, either from personal experience or the experience of your companion, then translate it to Thai. Practice sharing the story and the gospel principle associated with the story with your companion. At the end of the day discuss how it went, and try it again with a different story and message.

Group

Speaking

M. Scenario: You met a man outside the church that seemed interested in what Christians do. You offered to give him a tour of the church, and he accepted. This morning, he met you and your companion at the church and wants you to show him around. With your companion, have one missionary take the role of the man and the other of the missionary. Practice using prepositions as you give the man a tour of the church and the different rooms. At the end, invite the man to attend church with you on Sunday.

N. Have each missionary take turns standing up in front of the group to explain how to get to a certain location in your area (without giving away the name of the location). It can be anything from a member's home to your favorite restaurant. The first person to guess the destination gets to go next. Be sure to use prepositions to describe your location.

Listening

O. Choose an object to be the target object (i.e., a marker, a passalong card, or a pencil). Hide the object somewhere in the room while the other missionaries have their eyes closed. Then allow the missionaries to ask questions using prepositions to find the location of the object in the room.

Reading

P. Help the missionaries understand that God will help provide for them as they teach the gospel. Read 1 Nephi 17:1–13 about Nephi's experience building a boat and discuss with the group how the Lord will help them in the work they've been assigned. As you do this activity, pay attention to all the prepositions in the scriptures. This activity can also be used for missionaries to teach their investigators.

Frequency of Events

Examples

Maybe you could start by reading **a** chapter every day.	คุณอาจเริ่มด้วยการอ่านทุกวันๆ**ละ**หนึ่งบท
We would like to meet with you twice **a** week.	เราอยากมาพบคุณสัปดาห์**ละ**สองครั้ง
How much does **a** liter of water cost?	น้ำลิตร**ละ**เท่าไรครับ (คะ)
It's **just** a few blocks from here.	จากตรงนี้ไป**แค่**สองสามช่วงตึก
Driving, it will take **just** a few minutes.	ขับรถไป**แค่**ไม่กี่นาทีก็ถึง

Explanation

In this section you will learn the grammar principles used to tell the frequency, or number of times, that an event or action consistently takes place.

Telling Frequency Using Per and Each

In the table below are different ways to express the amount of times an action or event takes place using the words "per" and "each." Of the two translations for "per" below, "ละ" is used more commonly than "ต่อ." "ต่อ" is limited to expressing large increments of time (several months, years, etc.), whereas "ละ" can be used with any increment of time.

Thai	English	Sentence Structure	Examples
ละ	per/a	S + V + O + overall time period + ละ + # + classifier	เราควรสวดอ้อนวอนวัน**ละ**สองครั้ง We should pray twice **a** day.
แต่ละ	each	S + V + O + # + classifier + (ใน)แต่ละ + overall time period	ฉันสวดอ้อนวอนอย่างน้อยสองครั้งใน**แต่ละ**วัน I pray at least two times **each** day.
ต่อ	per/a	S + V + O + # + classifier + ต่อ + overall time period	ฉันไปพระวิหารห้าครั้ง**ต่อ**ปี I go to the temple 5 times **a** year.

Examples:

We study the language for one hour **each** day.	เราศึกษาภาษาหนึ่งชั่วโมงใน**แต่ละ**วัน
Fast Sunday is once **a** month.	อาทิตย์อดอาหารมีเดือน**ละ**ครั้ง
We have general conference twice **a** year.	เรามีการประชุมใหญ่สามัญสองครั้ง**ต่อ**ปี
She drinks coffee three times **a** day.	เธอดื่มกาแฟสามครั้งใน**แต่ละ**วัน

Asking Questions Using กี่

The following grammar structure can be used to ask questions using the word "กี่" ("how many"). "กี่" is used to ask questions about the frequency of an event or quantity.

Grammar: S + V + O + overall time period + ละ + กี่ + classifier?

Example: คุณสูบบุหรี่วันละ**กี่**มวน How many cigarettes do you smoke per day?

Grammar: S + V + O + กี่ + classifier + แต่ละ+ overall time period?

Example: คุณสูบบุหรี่**กี่**มวนในแต่ละวัน How many cigarettes do you smoke each day?

Examples:

How many cups of coffee do you drink **each** day?	คุณดื่มกาแฟ**กี่**แก้ว**ในแต่ละ**วัน
How many times **per** day do you pray?	คุณสวดอ้อนวอนวัน**ละกี่**ครั้ง?
How many times do you go the temple **each** year?	คุณไปพระวิหาร**กี่**ครั้ง**ต่อ**ปี?
How many time **per** week do you read the scriptures?	คุณอ่านพระคัมภีร์อาทิตย์**ละกี่**หน?

Relative Quantity

To give an estimated or relative response rather than an exact number of an object, action or adjective the words listen below can be used.

Examples:

Thai	English	Sentence Structure	Example
เกิน(ไป)	too much, more, in excess	S + V + O + เกิน(ไป) + adj	ร้านอาหารอร่อย แต่แพงเกินไป The restaurant is delicious but too expensive.
(เพียง)พอ	enough, sufficient	S + V + O + (เพียง)พอ	และมนุษย์ได้รับการสั่งสอนอย่างเพียงพอ จนพวก เขารู้จักความดีจากความชั่ว "And men are instructed sufficiently that they know food from evil." 2 Nephi 2:5
ไม่ค่อย…	not very, seldom	S + V + ไม่ค่อย + adj	เขาพูดภาษาไทยไม่คอยชัด She doesn't speak Thai very clearly.
ไม่…เลย	not at all	S + ไม่ + V + O + เลย	เขาไม่ไปโบสถ์เลย He doesn't go to church at all.

Pattern Practice

Subject		Verb Phrase	Adverb	"too"		
ผม *I (m)*		**สูบบุหรี่** *smoke*	**เยอะ** *a lot*	**เกินไป** *too*		**ครับ/ค่ะ** *(polite word)*
ผม *I (m)*	**(ไม่)** *(don't)*	**สูบบุหรี่** *smoke*	**มาก** *much*	**เกินไป** *too*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
ชิสเตอร์ *I (f)*		**เลิกสูบบุหรี่** *quit smoking*	**น้อย** *little*			
พี่ *You (older)*		**กินเนื้อ** *eat meat*	**เยอะ** *a lot*			
พ่อ *You (father's age)*		**กินผลไม้** *eat fruit*	**บ่อย** *often*			
แม่ *You (mother's age)*		**กินผัก** *eat vegetable*	**ยาก** *hard*			
		ดื่มเหล้า *drink alcohol*	**ง่าย** *easy*			
		เลิกดื่มกาแฟ *quit drinking coffee*				
		ลืม *forget*				
		รักษาพระบัญญัติ *keep the commandments*				

Only

In Thai there are multiple ways to say "only", of which include: "แต่," "แค่," "มีแค่," "มีแต่," "เพียงแต่," and "เท่านั้น." "เท่านั้น" can be used in a sentence as "only" or can be used in conjunction with "แต่" at the end of a sentence where it's translation will change to "just that" or "only that."

Grammar: S + V + แต่ + O + (เท่านั้น)

S + V + แค่ + O

S + V + O + เท่านั้น

มีแต่ + S + V + O

เพียงแต่ + S + V + O

Examples:

Only through Jesus Christ are we saved.	เราสามารถรอดได้โดยผ่านพระเยซูคริสต์**เท่านั้น**
The relief society room **only** has women.	ห้องสมาคมสงเคราะห์**มีแต่**ผู้หญิง
We study Thai **only** one hour each day.	เราศึกษาภาษาไทย**แค่**หนึ่งชัวโมงทุกวัน
"Behold, there are save two churches **only**; the one is the church of the Lamb of God, and the other is the church of the devil." 1 Nephi 14:10	ดูเถิดมีศาสนจักร**เพียง**สองแห่ง**เท่านั้น**แห่งหนึ่งคือศาสนจักรของพระเมษโปดกของพระผู้เป็นเจ้าและอีกแห่งหนึ่งคือศาสนจักรของมาร
She **only** likes to drink tea.	เธอชอบดื่ม**แต่**ชา
"How much more cursed is he that knoweth the will of God and doeth it not, than he that **only** believeth . . ." Alma 32:19	คนที่รู้พระประสงค์ของพระผู้เป็นเจ้าและหา ทำไม่ ย่อมถูกสาปแช่งมากสักเพียงใด,กว่า คนที่**เพียงแต่**เชื่อ

Pattern Practice

Subject	Verb Phrase		Number	Classifier	"only"		
เรา *we*	**รับบัพติศมา** *are baptized*	**แค่** *just*	**หนึ่ง** *one*	**ครั้ง** *time*	**เท่านั้น** *only*		**ครับ/ค่ะ** *(polite word)*
เรา *we*	**รับบัพติศมา** *are baptized*	**แค่** *just*	**หนึ่ง** *one*	**ครั้ง** *(classifier for) time*	**เท่านั้น** *only*	**(หรือ)** *(really?)*	**ครับ/ค่ะ** *(polite word)*
พระผู้เป็นเจ้า *God*	**ฟื้นคืนชีวิต** *are resurrected*	**แต่** *but*	**สอง** *two*				
	เกิดมา *are born*		**สาม** *three*	**ข้อ** *(classifier for) verse*			
	เสียชีวิต *die*		**สี่** *four*	**แผน** *(classifier for) plan*			
	อยู่บนโลก *are on the earth*		**กี่** *how many*				
	สร้างแผน *created plan*			**ทาง** *(classifier for) way*			
	มีทางกลับไปสวรรค์ *have way to return to heaven*						
	อยากอ่านพระคัมภีร์ *want to read scripture*						

Activities

Personal

Speaking

A. Answer the following questions for yourself out loud in Thai.
   1. How often do you kneel to pray?
   2. How many hours of sleep do you get in a week?
   3. How many meetings do you attend in a week?
   4. How many miracles do you see per day?
   5. How often do you attend the temple?

Listening

B. Listen in church to all of the different examples expressing frequency and quantity that are used by the speakers. Write down some of these examples in your language notebook.

Reading

C. Read the parable of the ten virgins in Matthew 25:1–13 and write down the quantity of oil that each virgin had in their lamps using the quantitative words.

D. Read the story of Daniel in the lion's den in Daniel 6:10–23. Daniel shows his faith in God by praying despite the King's command. After reading the story, write a sentence that describes how many times Daniel prayed. Share with your companion what you learned from this scripture about trusting in God even in difficult circumstances.

Writing

E. Translate the following sentences from English to Thai. Check your answers.
   1. We pay fast offerings once a month.
   2. We are able to go to general conference two times a year.
   3. I don't really understand your question.
   4. I go to the temple two times a month.
   5. I only smoke 3 cigarettes a day.
   6. Even drinking one cup of coffee is against the Word of Wisdom.
   7. Some Thai people speak too fast.
   8. Only those who have prepared themselves are allowed to enter the temple.
   9. We can take the sacrament once a week.
   10. Reading the scriptures daily will give you strength to overcome temptation.
   11. You can pray as many times a day as you want.
   12. Missionaries study the scriptures for 1 hour a day.

F. Write a letter to your recent converts to encourage them to attend church and read their scriptures often. Ask questions to find out how frequently they are serving and worshipping at church.

Companion

Speaking

G. Prepare to teach a recent convert or less active member about prayer. Start out by asking questions about their daily habits (i.e., How many times do you eat per day? Or how many times do you wash your hands per day?), then ask them how many times a day he or she pray. Explain that prayer is an important habit that we don't just do once or twice a day. Commit them to pray every day at least twice a day. Practice teaching your companion about prayer, and be sure to switch roles.

H. Scenario: You and your companion have been asked to teach the Plan of Salvation in the investigator classroom at church on Sunday. As you are teaching, focus on the needs of the investigator and apply the lesson to them. Have one missionary take the role of the student and the other of the missionary. Practice teaching the Plan of Salvation by using this grammar principle. When you are finished, switch roles and do it again.

Listening

I. Help your investigator overcome addiction. With your companion take turns being the investigator with an addiction. After teaching the Word of Wisdom, listen to your investigator's concerns. After discovering their addiction ask your investigator how frequently they find themselves doing these things. Help them set goals to completely get rid of the harmful habits they have using things like prayer and fasting to help overcome temptation and repent.

J. Prepare a lesson about the blessings of regular church attendance. Discuss with one another how frequent church attendance has blessed you and your family. How is attending church more than just a social activity or a good thing to do? Use the grammar principle as you listen and discuss ideas with your companion. Plan to share this lesson at a family home evening at an investigator or member's home.

Reading

K. Read 3 Nephi 11:3–7. After you read, take turns with your companion describing the events in this story and then discuss it using the grammar principle. Use this story and other scriptures you find to teach a lesson about being in tune to the Spirit.

Writing

L. Think of the activities that you perform every day, and write them down on a piece of paper. Then write down the amount or number of times you spend doing the activities. Write a sentence for each activity stating the frequency or length of time that you spend on these activities each day. Decide whether or not you are using this time effectively. Example: ผมไปเซเว่นอีเลฟเว่นวันละสามครั้ง

Group

Speaking

M. Scenario: พี่หน่อย is struggling to understand the Plan of Salvation. Because of her Buddhist background, she believes in reincarnation and that the only way to overcome sin is to do more good than bad. Teach พี่หน่อย the Plan of Salvation and help her gain a testimony of the plan that God has created for us. With your companion, have one missionary take the role of พี่หน่อย and the other of the missionary. Teach พี่หน่อย about the plan of salvation by using this grammar principle. When you are finished, switch roles and do it again.

N. Scenario: Today you are teaching พ่อประกาศ the Word of Wisdom. พ่อประกาศ doesn't have very good health because all he eats and drinks every day is ข้าวต้ม and coffee. Teach พ่อประกาศ that part of keeping the Word of Wisdom is to not only avoid harmful substances, but to eat healthy food as well. With your companion, have one missionary take the role of พ่อประกาศ and the other of the missionary. As พ่อประกาศ questions about his eating habits and teach him of the blessings he will receive by keeping the Word of Wisdom. When you are finished, switch roles and do it again.

Listening

O. Scenario: แม่นก struggles to keep the Word of Wisdom because she has smoked her whole life. She has tried quitting in the past but she feels that she can't do it because it is too hard. She has tried to get help but she has come to the conclusion that it is easier to accept that she will never be able to quit smoking. With your companion, have one missionary take the role of แม่นก, and the other of the missionary. Ask แม่นก what she has done to try to quit smoking, and listen to her response. Teach her that through the Atonement of Jesus Christ, we can overcome any trial that we face. When you are finished, switch roles and do it again.

P. Invite a member to share about their conversion story with your district. Listen carefully and considering asking them questions related to frequency of events, such as how many times the missionaries taught them, how long it took them to receive an answer about the Book of Mormon, or how many days it took them to give up an addiction, etc.

Reading

Q. Read Enos 1. While Enos was in the woods he thought of the words which his father had spoken "often." Discuss with the district other situations in the scriptures when events or words are repeated multiple times. Why is it repeated? Think about something your parents or a loved one taught you often. Share it with your companion using this grammar principle.

Review: Narrating and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating Experiences and Telling Stories

- Have Ever
- Tenses
- Prepositions
- Frequency of Events

Activities

Personal

Speaking

A. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses, and prepositions. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.

Writing

B. Translate the following sentence from English to Thai. Check your answers.

1. We are about to teach you about the Restoration.
2. Christ did everything according the will of God.
3. As we were leaving, a man came and asked us about God.
4. I'm trying to be like Jesus.
5. We left the apartment before 10 a.m.
6. I've been a member for a long time.
7. Recently I met a man who said he wanted to know how families could be together forever.
8. My testimony didn't used to be very strong.
9. After His death, Jesus Christ appeared to the Nephites in America.
10. Last month, we met our zone baptism goal.
11. We receive a temple recommend interview every two years.
12. Last year I was preparing for my mission.

C. In your study journal, record a special spiritual experience that happened on your mission. Focus on tenses and frequency of events as you relate your experience. Share this experience with a companion or native speaker to check for accuracy

Companion

Speaking

D. Scenario: Your recent convert (name) is concerned that he is not progressing fast enough in the gospel. Teach him what to do in order to progress spiritually. Look up scriptures that you think could help this investigator figure out how many times he should do each of these things in a day. Example: 3 Nephi 18:15 → สวดอ้อนวอนเสมอ

E. With your companion, go over your planner from the last three days. Review activities that you did and talk about them using frequency of events and tenses. Example: We go contacting for two hours per day.

Listening

F. Listen to your companion describe how he or she has changed over the time that he or she has been a missionary. Use tenses and prepositions to talk about your progress.

Writing

G. Make a list of things that you need to do daily to progress spiritually. Write down how many times you do each of these things in a day, then ask your companion how many times he or she does each of these things. Afterwards, make goals for how you can improve, not only focusing on quantity, but the quality and sincerity.

Group

Writing

H. Create your own version of Mad Libs with your companion, fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **If** I did not repent everyday, **then** I would never feel at peace. (If, then)
- We keep the commandments i**n order to** come closer to Jesus Christ. (In order to)
- **Why** do bad tings happen to good people. (Why?)
- **Because** he must test our faith. (Because..)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that these principles will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Great Apostasy" (Why was there a Great Apostasy?)
- "The Restoration of the Gospel of Jesus Christ through Jesus Christ" (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- "The Book of Mormon: Another Testament of Jesus Christ" (What are the most important principles taught in the Book of Mormon?)
- "Agency and the Fall of Adam and Eve" (What would have happened if Eve hadn't partaken of the fruit?)
- "The Atonement" (Where would we be without the Atonement? Why did Christ suffer for us?)
- "The Resurrection, Judgment, and Immortality" (What will happen when we are judged?)
- "Through Christ We Can Be Cleansed from Sin" (We can't be cleansed from our sins unless what?)
- "Faith in Jesus Christ" (What do we believe when we have faith?)
- "Repentance" (What will happen if we don't repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Extend Commitment Invitations" (What blessings will they receive after they have kept their commitment?)
- "Use the Scriptures" (How would the scripture apply to the life of the investigator?)

If, Then, and In Order To

Examples

We can know the Book of Mormon is true **if** we pray.	เรารู้ว่าพระคัมภีร์มอรมอนเป็นความจริงได้**หาก**เราสวดอ้อนวอน
If we righteously endure to the end, we will receive eternal life.	**ถ้า**เราอดทนจนถึงที่สุดอย่างชอบธรรมเราจะได้รับชีวิตนิรันดร์
If I understand correctly, you feel that . . .	**ถ้า**ผม (ซิสเตอร์) เข้าใจถูก คุณรู้สึกว่า . . .
The Lord promises to help us **if** we ask Him.	พระเจ้าทรงสัญญาจะให้ความช่วยเหลือ**ถ้า**เราทูลขอพระองค์
In order to benefit from the Atonement we must repent of our sins.	**เพื่อ**ได้รับประโยชน์จากการชดใช้เราต้องกลับใจจากบาปของเรา

Explanation

In this section you will learn the grammar structure to form an "if, then" statement and "in order to."

Cause

ถ้า, หาก, and ก็

"If, then" statements in Thai have a similar sentence structure with English "if, then" statements. The sentence will begin with ถ้า ("if") or หาก ("if," "provided," "given that . . .") and will proceed with the rest of the sentence. There is no direct word that means "then" in Thai. The words ก็ ("as a result of," "then," etc.) and แล้ว ("already," "so," "then") will often be used, or the sentence is phrased in such a way that the word "then" does not have to be used.

Grammar: ถ้า + S + V + O + S + (ก็) + V + O

ถ้า + V + O + (ก็) + O

หาก + S + V + O + (แล้ว) + S + V + O

Examples:

If we keep the commandments, then God will bless us.	**ถ้า**เรารักษาพระบัญญัติพระผู้เป็นเจ้า**ก็**จะทรงให้พรแก่เรา or **ถ้า**เรารักษาพระบัญญัติพระผู้เป็นเจ้าจะทรงให้พรแก่เรา
If they don't come to the appointment then we can go contacting at the park.	**ถ้า**พวกเขาผิดนัดเรา**ก็**สามารถไปเชื้อเชิญที่สวนได้ or **ถ้า**พวกเขาผิดนัดเราสามารถไปเชื้อเชิญที่สวนได้
"If there are faults they are the mistakes of men." Title page of the Book of Mormon	**หาก**จะมีข้อบกพร่อง**ก็**เป็นด้วยความผิดของมนุษย์
"If I had not seen the things of God in a vision I should not have known the goodness of God." 1 Nephi 5:4	**หาก**ข้าพเจ้ามิได้เห็นเรื่องของพระผู้เป็นเจ้าในนิมิต **แล้ว**ข้าพเจ้าจะไม่รู้จักพระคุณความดีของพระผู้เป็นเจ้า

Note: The words "หาก" and "แล้ว" used together will usually be found in written formal text.

Pattern Practice

"If"	Subject		Verb Phrase	Noun	"then"		Verb Phrase		
ถ้า *If*	**คุณ** *you*		**อ่านพระคัมภีร์** *read the scriptures*	**คุณ** *you*	**ก็** *then*	**จะ** *will*	**ได้รับพร** *receive blessings*		**ครับ/ค่ะ** *(polite word)*
ถ้า *If*	**คุณ** *you (same age)*		**อ่านพระคัมภีร์** *read the scriptures*	**คุณ** *you (same age)*	***(ก็)** *(then)*		**ได้รับพร** *receive blessings*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *polite word*
	พี่ *you (older)*	**(ไม่)** *(don't)*	**สวดอ้อนวอน** *pray*	**พี่** *you (older)*		**(จะ)** *(will)*	**ได้รับคำตอบ** *receive an answer*		
	ผม *I (m)*		**ไปโบสถ์** *go to church*	**ผม** *I (m)*		**(จะไม่)** *(will not)*	**รู้ด้วยตนเอง** *know for yourself*		
	ซิสเตอร์ *I (f)/Sister*		**รับบัพติศมา** *get baptized*	**ซิสเตอร์** *Sister/ I (f)*			**ได้รับการปลดบาป** *receive a remission of your sins*		
	บราเดอร์ *Brother*		**รักษาวันสะบาโตให้ศักดิ์สิทธิ์** *keep the Sabbath Day holy*	**บราเดอร์** *Brother*			**รู้สึกความรักของพระผู้เป็นเจ้า** *feel the love of God*		
			รักษาพระคำแห่งปัญญา *Keep the Word of Wisdom*				**เข้าใจพระประสงค์ของพระผู้เป็นเจ้า** *understand the will of God*		
			แบ่งปันพระกิตติคุณ *share the Gospel*				**ช่วยครอบครัวมาสู่พระคริสต์** *help your family come unto Christ*		
			รักษาพระบัญญัติ *keep the commandments*				**มีสุขภาพที่ดี** *have good health*		

ที่จะ

ที่จะ translates to “in order to”. You will use this word frequently as it helps explain why you are doing something. “ที่จะ” will always will be followed by a verb and will often be positioned in between two verbs.

Grammar: S + V + ที่จะ + V + O

Examples:

We keep the commandments **in order to** come closer to Jesus Christ.	เรารักษาพระบัญญัติ**ที่จะ**เข้าใกล้กับพระเยซูคริสต์มากขึ้น
She went **to** the store to buy coconut water.	เธอไปที่ร้าน**ที่จะ**ซื้อน้ำมะพร้าว
He studies his scriptures daily **in order to** prepare lessons for his investigators.	เขาศึกษาพระคัมภีร์ทุกวัน**ที่จะ**เตรียมบทเรียนเพื่อผู้สนใจ
They exercise **to** keep themselves healthy.	พวกเขาออกกำลังกาย**ที่จะ**รักษาสุขภาพ

เพื่อ

เพื่อ will usually translate to “for the benefit of” but in some cases will also translate to “in order to”.

Grammar: S + V + เพื่อ + V + O

Examples:

He prayed **in order to** ask Heavenly Father to bless his investigator.	เขาสวดอ้อนวอน**เพื่อ**ขอให้พระบิดาบนสวรรค์ ทรงอวยพรแก่ผู้สนใจของเขา
She cooked us food **in order to** express her thanks.	เธอทำอาหารให้เรา**เพื่อ**แสดงความขอบคุณ
Sometimes we need **to** make sacrifices in order to follow God’s plan.	บางครั้งเราต้องเสียสละ**เพื่อ**ทำตามแผน ของพระผู้เป็นเจ้า
Jesus Christ came to earth **in order to** teach His gospel.	พระเยซูคริสต์มาบนโลกนี้**เพื่อ**สอนพระกิตติคุณ ของพระองค์

Note: Both เพื่อ and ที่จะ will often be combined in a sentence and will have the same meaning, “in order to.” Example: เธอได้ศึกษาพระคัมภีร์ของเธอและได้สวดอ้อนวอนยังนัก**เพื่อที่จะ**ให้พระวิญญาณอยู่กับเธอ (“She studied her scriptures and prayed hard in order to have the spirit with her.”)

Pattern Practice

Subject		Verb Phrase	"in order to"	Verb Phrase		
เรา *We*		**สวดอ้อนวอน** *pray*	**ที่จะ** *in order to*	**ติดต่อกับพระองค์** *communicate with Him*		**ครับ/ค่ะ** *(polite word)*
เรา *We*	**(ไม่)** *(don't)*	**สวดอ้อนวอน** *pray*	**ที่จะ** *in order to*	**ติดต่อกับพระองค์** *communicate with Him*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
ผม *I (m)*		**ไปโบสถ์** *go to church*	**เพื่อ** *in order to*	**รู้ด้วยตนเอง** *know for yourself*		
ซิสเตอร์ *I (f)*		**อ่านพระคัมภีร์** *read scriptures*		**แสวงหาการนำทาง** *seek guidance*		
คุณ *You (same age)*		**รักษาพระบัญญัติ** *keep the commandments*		**แสดงความรัก** *show love*		
พี่ *You (older)*		**ศึกษาพระกิตติคุณ** *study the gospel*		**ต่อพันธสัญญา** *renew covenants*		
		กลับใจ *repent*		**รู้สึกพระวิญญาณบริสุทธิ์** *feel the Holy Ghost*		
		รับบัพติศมา *be baptized*		**สะอาดจากบาป** *be cleansed from sin*		
		พึ่งพาพระองค์ *rely on God*		**ทำไม** *why?*		

Activities

Personal

Speaking

A. Think about all of the decisions you are going to make today. Contemplate some of the possible outcomes of those decisions. Using if/then describe out loud what will happen if you do or don't make those decisions toady.

Listening

B. Listen in your church meetings today while speakers share personal experiences, for possible if then statements. Write down some examples you hear in your language book.

Reading

C. Read Mosiah 15:19. This verse talks about what would happen if there were no redemption. Write down the consequence given in the verse. Check your answer.

D. Read the following scriptures and determine what word was used to mean "in order to." Check your answer.

1. Mosiah 21:4
2. Alma 42:4
3. 3 Nephi 5:13
4. Moroni 6:7
5. Doctrine and Covenants 131:2

Writing

E. In your language notebook, write as many sentences as you can explaining what you would do in each of these situations. Focus on using "if then," then have a companion or native review your sentences after you finish.

1. อธิการอยากพบกับผู้สนใจของคุณ
2. ผู้สนใจของคุณลืมอ่านพระคัมภีร์มอรมอน
3. คุณได้รับใบแนะนำชื่อ
4. ผู้สนใจของคุณมีปัญหาเกี่ยวกับการสูบบุหรี่
5. ผู้สนใจของคุณกลัวน้ำ
6. ครอบครัวของผู้สนใจของคุณไม่ให้เขารับบัพติศมา

F. Translate the following sentences from English to Thai. Check your answers.

1. If you keep your thoughts pure, you will recognize the promptings of the Holy Ghost.
2. What will happen if you break a commandment?
3. If you study the scriptures, then you will find answers to your prayers.
4. I don't know if จอร์จ will be able to get baptized this week.
5. If you eat too much chocolate, then you will get sick.
6. Do you know if the Book of Mormon translated in Burmese?
7. If you speak Thai often, you will be fluent.
8. Joseph Smith decided that he was going to obey if he received an answer to his prayer.

Companion

Speaking

G. Complete the personal study activity in chapter 10 of *Peach My Gospel* under "A Plan for Overcoming Addictive Behavior." Talk with your companion about what you would do if you had an addiction. What would you do if you had an investigator with an addiction?

H. Scenario: In your first lesson with พี่เอ, your goal is to challenge him to pray daily to start building a relationship with his Heavenly Father. Use this grammar principle to help explain to พี่เอ why we pray and what we pray for. Practice with your companion, have one missionary take the role of พี่เอ and the other of the missionary. After explaining why we pray and challenging him to pray daily, switch roles and do it again.

Listening

I. Review your last lesson with your companion. Talk about all the things you did well and all the things you can improve. Use if then statements to discuss how things might have gone differently. Example: "If we ask questions throughout the lesson then we can know how the investigator is feeling." Or "If we had invited him to be baptized, then he might have said yes."

J. Using "in order to" ask your companion what they had to do to prepare for their mission. How did they prepare spiritually, physically, mentally, etc. Be sure to use เพื่อ and ที่จะ to ask and answer questions.

Reading

K. Read "If Ye Love Me, Keep My Commandments" by Sister Carole M. Stephens from October 2015 general conference. Take turns reading with your companion, and find all the examples of if/then. Discuss with your companion how this story can be used to teach your investigators to keep the commandments.

Writing

L. Promised blessings often provide powerful motivation to keep the commandments. Use this chart to write some specific blessings for each commitment as well as blessings for specific investigators. After discussing each one with your companion, write down a sentence that promises if they keep that commitment, then they will receive what specific blessing. Example: ถ้าคุณรักษากฎความบริสุทธิ์ทางเพศ คุณจะมีความสัมพันธ์ที่ดีกับครอบครัวของคุณ

Commitment	What specific blessing do we receive for keeping the commitment?
Will you pray to know that God and Jesus Christ are real?	
Will you pray to know that Joseph Smith was a prophet?	
Will you pray to know the Book of Mormon is true?	
Will you attend church on Sunday?	
Commitment	What specific blessing do we receive for keeping the commitment?
Will you be baptized?	
Will you live the Word of Wisdom?	
Will you live the law of tithing?	

Group

Speaking

M. Scenario: You and your companion have been meeting with an investigator named ติ๊ก who has been learning with you for a couple of weeks now. He likes the things that you have taught him but he doesn't quite understand how it will help him. He feels like they are all good things and every religion teaches to be good. With your companion, have one missionary take the role of ติ๊ก and the other of the missionary. Help ติ๊ก understand how the gospel pertains to him and how it can help him by promising him specific blessings that he will receive if he keeps the commitments that you have extended to him. After promising blessings, recommit ติ๊ก to read the Book of Mormon, pray, and go to church. After you are finished, switch roles and do it again.

N. Scenario: You and your companion are at Brother พิชิน's house sharing the story of Lehi's Dream and talking about the importance of sharing the Gospel. He says he has friends that he thinks might be interested to learn, but he is too afraid to approach them. Help Brother พิชิน to have the courage to share the gospel by promising him blessings if he does. With another companionship, read selected scriptures out of 1 Nephi 8 about Lehi's Dream and promise Brother พิชิน blessings if he shares the gospel with his friends and family. After you are finished, switch roles and do it again.

Listening

O. Scenario: พี่ตู่ is confused with the commandment of having to pray often. Listen to him explain his understanding of prayer. Seeing that พี่ตู่ already has a testimony of this church, he doesn't know why he needs to continue to pray. With your companion, have one missionary take the role of พี่ตู่ and the other of the missionary. Using this grammar principle, teach พี่ตู่ that prayer is used for more than just receiving answers to questions. Teach him the many different things that we should pray about. When you are finished, switch roles and do it again.

P. Scenario: พี่เอก wants to be baptized, but you have had to push his date back several times because he keeps missing church. In your meeting with พี่เอก ask him why we are commanded to attend church every week in order to be baptized. After listening to his response, use "in order to" to teach พี่เอก why we attend church. With your companion, have one missionary take the role of พี่เอก and the other of the missionary. When you are finished, switch roles and do it again.

Why and Because

Examples

I learned that our Heavenly Father tests us **because** He loves us.	ผม (ซิสเตอร์) เรียนรู้ว่าพระบิดาบนสวรรค์ทรงทดสอบเรา**เพราะ**พระองค์ทรงรักเรา
Because of this testimony, I can live happily.	**เพราะ**ประจักษ์พยานนี้ ผม (ซิสเตอร์)สามารถ ดำเนินชีวิตอย่างมีความสุขได้
Why do you think you should pray?	**ทำไม**คุณคิดว่าคุณควรสวดอ้อนวอน
Why is prayer important?	**ทำไม**การสวดอ้อนวอนจึงสำคัญ
According to this verse, **why** is baptism so important?	ตามพระคัมภีร์ข้อนี้ **ทำไม**บัพติศมาจึงมีความสำคัญ

Explanation

In this section you will learn how to ask and answer questions using “why” and “because.”

Why

The words “ทำไม” and “เพราะอะไร” are the two words used in Thai to ask “why.” “ทำไม” should be used in formal teaching situations and will often receive specific and short responses. It is important to use “ทำไม” in the appropriate settings as it can come across in a harsh and accusatory way, especially when asking about someone’s actions or behaviors. “เพราะอะไร” is a softer way to ask “why” and can be used in any situation. It literally translates to “because what” and will generally encourage more open ended responses.

Grammar: ทำไม + S + ถึง + V + O?

S + V + O + เพราะอะไร?

Examples:

Why do you think we need go to church?	คุณคิดว่า**ทำไม**เรา**ถึง**ต้องไปโบสถ์
Why do you pray?	คุณสวดอ้อนวอน**เพราะอะไร**
Why did Jesus Christ come to earth?	**ทำไม**พระเยซูคริสต์**ถึง**ทรงเสด็จมาบนโลก
Why are you crying?	คุณร้องไห้**เพราะอะไร**

Because

"เพราะ" is the word for "because" and will almost always be followed by "ว่า" ("the following") when you are giving an explanation.

Grammar: S + V + O + เพราะ(ว่า) + S + V + O

Examples:

We need to go to church **because** it is a commandment of God.	เราต้องไปโบสถ์**เพราะว่า**มันเป็นพระบัญญัติของพระผู้เป็นเจ้า
I pray **because** I like to talk to my Heavenly Father.	ฉันสวดอ้อนวอน**เพราะ**ฉันชอบพูดคุยกับพระบิดาบนสวรรค์ของฉัน
Jesus Christ came to earth **because** He loves us.	พระเยซูคริสต์ทรงมาบนโลกนี้**เพราะ**พระองค์ทรงรักพวกเรา
I am crying **because** I feel the Spirit.	ฉันร้องไห้**เพราะ**ฉันรู้สึกถึงพระวิญญาณ

Pattern Practice

Subject		Verb	(Question Word)	"wâa"	Noun	Verb Phrase
ผม *I*		**รู้** *know*	**(ไหม?)** *yes or no?*	**ว่า** *the following...*	**พระผู้เป็นเจ้า ทรง** *God*	**รักเรา** *loves us*
เพราะ *because*	**ว่า** *the following . . .*	**ผม** *I (m)*		**อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon*		
		ซิสเตอร์ *I (f)*		**สวดอ้อนวอน** *prayed*		
				รู้สึกถึงพระวิญญาณบริสุทธิ์ *felt the Holy Ghost*		
				ทำตามพระบัญญัติ *follow the commandments*		

Activities

Personal

Speaking

A. In chapter 8 of *Preach My Gospel*, turn to the personal study section under the second bullet point. There are three questions that help missionaries think of their final day in the mission field. Add the question: Why did you come on a mission? Use why and because to answer these questions for yourself. You may even want to write some of these reasons down in your study notebook.

Listening

B. While sitting in church, listen to the speakers. Try to listen to the purpose of their talk or lesson. Write it down in your language notebook using why or because.

Reading

C. Read from chapter 5 of *Preach My Gospel* under the section called "The Book of Mormon Answers Questions of the Soul." Write down a question that you would like answered. Use why and because to ponder and answer some of the questions of the soul. Write down some possible answers in your language notebook. Example: Why are we here? เราอยู่ที่นี่เพราะเราจำเป็นต้องได้รับร่างกาย

Writing

D. Translate the following sentences from English to Thai. Check your answers.

1. Right now I don't understand everything but I obey the commandments because I have faith.
2. I know that the Church is true because I prayed and received a witness.
3. For what reason do we need the Book of Mormon?
4. Why would someone want to die for someone else?
5. For what reason did you allow us to come back and teach you?
6. The Great Apostasy happened because of the wickedness of the people.
7. Why do you want to be baptized?
8. Because of the sacrifice of Jesus Christ, I can feel peace in my heart.
9. We are all God's children because God is our Heavenly Father.

Companion

Speaking

E. With your companion, open up your missionary handbook and discuss a rule that you have been keeping. Talk about why we have the rule and what blessings and results you have seen in your mission because you have been keeping it. Find two more rules and repeat the activity. Practice using why and because as you discuss with your companion.

F. With your companion, talk about why you decided to serve a mission. Also discuss the things you have learned thus far because of your decision to serve.

Listening

G. Plan to meet with a recent convert or member, and read with them the hymn, "Count Your Blessings" in Thai. Ask this member why they joined the church, why they wanted to live specific commandments, and what some of the specific blessings were/are that they received from living certain commandments. Focus on using why and because to identify the blessings of their membership in the Church.

H. The next time you follow up with an investigator, recent convert, or less active member. Listen to the reasons they give as to why they have or have not kept a commitment. Discuss ways with your companion why that individual is having a difficult time and ways you can help them overcome any challenges.

Reading

I. Read "Why the Church" by Elder D. Todd Christofferson from October 2015 general conference. Take turns reading with your companion, and find all the examples of why/because. Discuss with your companion why you think the church is necessary. Use this talk to teach your investigators about the restoration of the church, and its importance.

Writing

J. Promised blessings often provide powerful motivation to keep the commandments. Use this chart to write some specific blessings for each commandment as well as blessings for specific investigators. For example: a parent, a child, a single dad, a college student, or a widow. Make sure to use the correct why, or because.

Commitment	Why do we need to keep the commitment?	What blessing will we receive?
Will you pray to know that God and Jesus Christ are real?		
Will you pray to know that Joseph Smith was a prophet?		
Will you pray to know the Book of Mormon is true?		
Will you attend church on Sunday?		
Will you be baptized?		
Will you live the Word of Wisdom?		
Will you live the law of tithing?		

Group

Speaking

K. Make a list of mission rules that are difficult to follow or hard to understand. Brainstorm together as a district why we have these rules and what blessings everyone has seen in their lives from living those specific commandments. Also, find examples in the scriptures where people have obeyed even though they didn't fully understand why. Set goals as a district to renew your commitment to live a certain rule.

Listening

L. Invite a ward/branch missionary, or someone who is preparing to serve a mission, to share their testimony about why they want to serve, and why they joined the church. Listen for sentences with why and because. Write down any of the sentences they said that you liked.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Cause and Effect

- If. . .Then
- Because

Activities

Personal

Speaking

A. Come up with as many "if . . . then" statements that pertain to the Word of Wisdom as you can. Example: If I got to bed on time, then I will have the energy to teach tomorrow.

Listening

B. At your teachings appointments today listen for the different questions that are being asked in the lesson and how each are responded to. Write these questions and responses in your language notebook. If the questions and phrases were not said with "why" and "because," see if you can rephrase them so that they do use those words.

Reading

C. Watch the video "Because of Him" in Thai. Do your best to read as many of the subtitles from the scenes as you can. At the end of the video write your own statement that starts with "เพราะพระองค์..."

D. Read "Pre-Earth Life: God's Purpose and Plan for Us" from lesson 2 in *Preach My Gospel*. Pay attention to the why questions in this section. Write down how your life has improved because of your knowledge of the plan of salvation.

Writing

E. Translate the following sentence from English to Thai. Check your answers.

1. Because God is our Father, He wants to communicate with us.
2. Why do we need to be baptized?
3. I want to testify of Christ because I know He loves each of us.
4. If you will sincerely pray, God will let you know why you need to get baptized.
5. Because Joseph Smith asked God, he obtained answers to his prayers.
6. Why can't you drink tea?
7. If you receive an answer to your prayers, will you be baptized?
8. Why did people reject the prophets?
9. Because of Jesus Christ, I can be with my family forever.
10. Because everyone has their agency some people will choose not to follow Christ.

F. Write a 5-minute talk about the Atonement in Thai. Describe what Christ did, why He did it, and what effect it has on us. Read your talk to a native or your companion to get feedback on your use of cause and effect. Remember to bear your testimony at the end of your talk.

Companion

Speaking

G. Watch Elder Bednar's videos "Patterns of Light" (3 parts). Talk to your companion to help answer why we receive revelation the way we do. Use these descriptions to help someone who is struggling to receive an answer to his or her prayers.

H. Choose a commitment from lesson 3 in *Preach My Gospel* and ask why someone needs to keep that commitment. Find a scripture that supports your answer. Then discuss what blessing you can receive for keeping this commitment. Use this exercise to teach someone that may be struggling to keep commitments.

Listening

I. Visit a less active member. Refrain from asking why he or she has stopped attending church, but ask questions to get a sense of why he or she has stopped coming. Share a message with this member and invite him or her to keep a commitment. Remember to follow up with this member and invite him or her to come to church.

Reading

J. Read the baptismal interview questions from chapter 12 in *Preach My Gospel.* Use cause and effect to answer the following questions with your companion for each of the baptismal interview questions.

1. Why is it important for your investigator to believe these principles?
2. Why is it important to follow what the question asks?
3. State what blessings will your investigator receive because he or she follows what gospel principle or commandment this question is about.

Group

Speaking

K. Scenario: พี่ตุ้ม is 22 years old and has been learning with the missionaries for about four months. He has been consistently coming to church, praying, and reading his scriptures. พี่ตุ้ม struggles with understanding and keeping the law of chastity, specifically in regards to same-gender attraction. Using the grammar principle for this section, help พี่ตุ้ม understand the reasons why Heavenly Father has given us the law of chastity and why is important to keep that commandment. Be especially sensitive to พี่ตุ้ม's needs, as this topic is a delicate subject.

Asking and Answering Questions of Quality and Quantity

Purpose

This function is to help you talk about a comparison between two things; for example, which kingdom of glory is the highest or how we can exercise greater faith. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Please read **3** Nephi **11**. (Numbers)
- I have **three** brothers. (Quantity)
- How many lessons do you have **left** to learn? (Remainders)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Gospel Blesses Families" (How does the gospel help our families be better?)
- "The Great Apostasy" (How are people and conditions different during a time of apostasy?)
- "Kingdoms of Glory" (Which kingdom is the highest? The lowest?)
- "Through Christ We Can Be Cleansed from Sin" (In what ways can we be more like the Savior?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Make a Purchase" (When selecting an item to buy, which is the best? Why?)

Numbers

Examples

This passage is found in John, **fourteen, six** (John 14:6).	ข้อความนี้พบได้ในยอห์นบทที่ **สิบสี่** ข้อ**หก** (ยอห์น 14:6)
Could we come **an hour** later?	เรามาช้ากว่านั้น**หนึ่ง**ชั่วโมงได้ไหมครับ (คะ)
When Christ died, His body remained in the tomb for **three** days.	เมื่อพระคริสต์สิ้นพระชนม์พระวรกายอยู่ในอุโมงค์นาน**สาม**วัน
It's about **ten** minutes from here.	จากตรงนี้ไปไประมาณ**สิบ**นาที
When I was **twelve** years old . . .	ตอนที่ผม (ซิสเตอร์) อายุ**สิบสอง...**

Explanation

In this section you will learn the Thai number system.

Singular

One - หนึ่ง	Six - หก
Two - สอง	Seven - เจ็ด
Three - สาม	Eight - แปด
Four - สี่	Nine - เก้า
Five - ห้า	Ten - สิบ

Numbers in Thai Script

1 - ๑	6- ๖
2 - ๒	7 - ๗
3 - ๓	8 - ๘
4 - ๔	9 - ๙
5 - ๕	10 - ๑๐

Teens

When you get into the teens you say "ten" and then a singular number. The only number this concept does not work with is "one." The word "เอ็ด" is substituted for all "one's" (หนึ่ง) starting at eleven.

Example: สิบ + # (2, 3, 4 . . .)

Eleven – สิบเอ็ด	Sixteen - สิบหก
Twelve - สิบสอง	Seventeen - สิบเจ็ด
Thirteen - สิบสาม	Eighteen - สิบแปด
Fourteen - สิบสี่	Nineteen - สิบเก้า
Fifteen - สิบห้า	

20's

When you get into the twenties, use the word "ยี่" before the singular number, instead of saying สองสิบสอง.

Twenty - ยี่สิบ	Twenty-two - ยี่สิบสอง
Twenty-one - ยี่สิบเอ็ด	Twenty-three - ยี่สิบสาม

30–99

With these numbers, use the singular number (3, 4, 5 . . .), ten, and then another singular number (1, 2, 3...).

Example: # (3, 4, 5 . . .) + สิบ + # (1, 2, 3 . . .)

Thirty - สามสิบ	Forty-one - สี่สิบเอ็ด
Fifty-two - ห้าสิบสอง	Sixty-three - หกสิบสาม
Seventy-four - เจ็ดสิบสี่	Eighty-five - แปดสิบสาม
Ninety-six - เก้าสิบสาม	

100–999

When you get into the hundreds, use the singular number (1, 2, 3 . . .), hundred, and then remaining number.

Example: # (1, 2, 3 . . .) + "ร้อย" + # (1, 15, 70 . . .)

One hundred - หนึ่งร้อย	Five hundred forty four - ห้าร้อยสี่สิบสี่
Two hundred eleven - สองร้อยสิบเอ็ด	Six hundred fifty five - หกร้อยห้าสิบห้า
Three hundred twenty two - สามร้อยยี่สิบสอง	Seven hundred sixty six - เจ็ดร้อยหกสิบหก
Four hundred thirty three- สี่ร้อยสามสิบสาม	Eight hundred seventy seven - แปดร้อยเจ็ดสิบเจ็ด

Larger Numbers

Thousands: # (1, 2, 3 . . .) + พัน + # (1, 20, 300 . . .)

Example: 1,830 = หนึ่ง**พัน**แปดร้อยสามสิบ

Ten Thousand: # (1, 2, 3 . . .) + หมื่น + # (1, 20, 300, 4000 . . .)

Example: 26,000 = สอง**หมื่น**หกพัน

Hundred Thousand: # (1, 2, 3 . . .) + แสน + # (1, 20, 300, 4000, 50000 . . .)

Example: 300,165 = สาม**แสน**หนึ่งร้อยหกสิบห้า

Million: # (1, 2, 3 . . .) + ล้าน + # (1, 20, 300, 4000, 50000, 600000 . . .)

Examples: 4,614,245 = สี่**ล้าน**หกแสนหนึ่งหมื่นสี่พันสองร้อยสี่สิบห้า

Pattern Practice

Classifier	"thîi"	#	Verb	Noun	Verb Phrase	
ขั้นตอน *Step*	**ที่** *first*	**หนึ่ง**	**คือ** *is*	**เรา** *we*	**เริ่มโดยพูดว่าพระบิดาบนสวรรค์** *start by saying Heavenly Father*	**ค่ะ/ครับ** *(polite word)*
ขั้นตอน *(classifier for) steps*	**แรก** *first*		**คือ** *is*	**เรา** *we*	**เริ่มโดยพูดว่าพระบิดาบนสวรรค์** *start by saying Heavenly Father*	**ค่ะ/ครับ** *(polite word)*
	สุดท้าย *last*				**แสดงความขอบคุณ** *show thanks*	
	ที่	**หนึ่ง** *one*			**ขอความช่วยเหลือ** *ask for help*	
		สอง *two*			**ขอพร** *ask for blessings*	
		สาม *three*			**ลงท้ายด้วย ในพระนามของพระเยซูคริสต์ เอเมน** *close in the name of Jesus Christ, amen*	
		สี่ *four*			**กอด อก** *fold arms*	
		ห้า *five*			**หลับตา** *close eyes*	
		หก *six*			**ก้มหน้า** *bow head*	
		เจ็ด *seven*			**คุกเข่า** *kneel*	
		แปด *eight*				

Additional Phrase

เมื่อเราสวดอ้อนวอน เรา...

when we pray, we...

Quantity

Activities

Personal

Speaking

A. As you walk around, or peddle on your bike count your steps or strokes out loud. See how quickly you can count by increasing your speed. For extra practice try counting by even or odd numbers.

Listening

B. In sacrament meeting and other church meetings listen to the person making announcements, write down the song numbers of the hymn without looking at the program.

Reading

C. Read the following scriptures in Thai and write the number said within the verse on a blank piece of paper. Example: Ether 6:11 → 344. Check your answers. Note there may be multiple numbers listed in a single scripture.

1. Alma 2:19
2. Alma 57:6,25
3. Mormon 1:11
4. Matthew 4:2
5. Matthew 14:16–21
6. Mark 8:1–9

D. The following parables contain numbers. Read them, and retell one of them to your companion in Thai. Focus on using numbers correctly.

1. Ten Virgins (Matthew 25:1–13)
2. Ten Lepers (Luke 17:12–19)
3. Lost coin (Luke 15:3–10)
4. Talents (Matthew 25:14–30)

Writing

E. Translate each number from English to Thai. Then write the number in Thai script. Example: 71 → เจ็ดสิบเอ็ด, ๗๑. Check your answers.

1. Twenty-one
2. 2016
3. 184
4. 549
5. Eighteen
6. 1820
7. 1,041
8. 70,051

F. Challenge yourself and your companion to write numbers in your daily planner in Thai script this week. Repetition will allow you to master the numbers. Every night at daily planning or when you are reporting your numbers from your daily planner, say the numbers out loud.

Companion

Speaking

G. Obtain a copy of "The Testimony of the Prophet Joseph Smith" pamphlet. Use this information to identify the following important dates in Church history. Use the year of the event to describe to your companion what happened on that date.

1. 1820
2. 1823
3. 1829
4. 1830
5. 1847

H. Prepare a lesson on tithing for an investigator who is struggling with their faith in paying tithing. In addition to teaching the doctrine, promising blessings, and sharing experiences and scriptures, take out a blank piece of paper to show them the math. Give several examples of how much ten percent really is. Invite the investigator to live the law of tithing.

Listening

I. Go to a market with your companion. Ask your companion or a vendor how much it costs. Listen to their responses. If you didn't understand, ask them to repeat the amount.

J. For morning exercises take turns counting a set of exercises that you can do together such as crunches or push-ups.

Reading

K. Read the following scriptures about missionaries and the fruits of their labors. Discuss how you see the fruits of your labors in your work, maybe not necessarily in the numbers. Use numbers in your discussion with your companion.

1. Mosiah 18:16
2. Alma 26:22
3. Acts 2:41

Writing

L. Write a number in Thai script for your companion; have them guess the number by reading it out loud. Take turns writing and guessing. Example: ๑๒๔๖๙๓ Answer: หนึ่งแสนสองหมื่นสี่พันหกร้อยเก้าสิบสาม

Group

Speaking

M. Scenario: Today in your lesson, you taught พี่เอก about the importance of prayer and you want to ask him to say the closing prayer. He says he is willing to pray but he isn't sure how to do it. With your companion, have one missionary take the role of พี่เอก and the other of the missionary. Teach พี่เอก the steps of prayer.

N. As a district set a few goals for the week. These categories can be: vocabulary words, contacts, new investigators, baptismal dates, giving away copies of the Book of Mormon, etc. Make sure that these goals have numbers that represent people. While setting goals, use the numbers as often as possible. At the end of the week, follow up and report your numbers for your goals.

Listening

O. Bring a picture of your family to district meeting and introduce your family to your district. Using numbers, tell how many brothers and sisters you have, their age and if they have a family of their own. Share an experience from a certain age of life. Give everyone an opportunity to introduce their family. Pay attention to others as they introduce their families.

P. Scenario: You are invited to teach a family home evening lesson in a less-active family's home. After teaching about prayer ask the children to recall the steps of prayer. Assist them as needed.

Quantifiers

Examples

Many people have felt the way you do.	**หลาย**คนเคยรู้สึกเหมือนคุณ
All donations are considered sacred and belong to the Lord.	การบริจาคที่ได้มา**ทั้ง**หมดถือว่าศักดิ์สิทธิ์และเป็นของพระเจ้า
At the end of this life, **everyone** will die.	เมื่อถึงที่สุดของชีวิต**ทุก**คนต้องตาย
Will you pray to Heavenly Father **every** night?	คุณจะสวดอ้อนวอนถึงพระบิดาบนสวรรค์**ทุก**คืนไหมครับ (คะ)
As we repent **daily**, our lives will change and improve.	เมื่อเรากลับใจ**ทุก**วันชีวิตจะเปลี่ยนแปลงและพัฒนาขึ้น

Explanation

In this section you will learn how to use quantifiers such as “every” and “some.” You will learn when to use the word “also” and remainder words such as “left over.”

Quantifiers

A quantifier is a word which indicates the number or amount being referred to. Below is a list of Thai quantifiers and some possible sentence structures and examples you might use them in.

Thai	English	Sentence Structure	Examples
ทุก	every, each, all	S + V + O + ทุก + classifier	**ทุก**คนจะมีโอกาสเรียนเกี่ยวกับพระกิตติคุณ **Everyone** will have the opportunity to learn about the gospel. พระผู้เป็นเจ้าทรงรักลูก**ทุก**คนของพระองค์ God loves **all** of His children.
ทั้ง	whole, entire	S + V + O + ทั้ง + classifier or ทั้ง + N (quantifiable noun) Examples: ทั้งหมด ทั้งสอง ทั้งชีวิต	เธอกินป๊อกกี้หมด**ทั้ง**กล่อง She ate the **whole** box of Pocky. หลังจากที่คุณได้รับของประทานแห่งพระวิญญาณบริสุทธิ์ แล้วคุณจะมีพระวิญญาณอยู่กับคุณ**ทั้ง**ชีวิตถ้าคุณมีค่าควร After you receive the gift of the Holy Ghost, you will have it with you **all** your life if you remain worthy.

หลาย	many, a lot, much	S + V + O + หลาย + classifier	มีสมาชิกศาสนาจักร**หลาย**คนที่ประเทศไทย There are **a lot** of members of the Church in Thailand. ห้องสมุดมีหนังสือ**หลาย**เล่ม The library has **a lot** of books.
บาง	some, few	S + V + O + บาง + classifier	มี**บาง**คนมาสังสรรค์ครอบครัวเย็นนี้ There were **a few** people at family home evening tonight. **บาง**ครั้งฉันชอบสุ่มเปิดพระคัมภีร์และอ่านหน้านั้น **Sometimes** I like to open my scriptures to a random page and read.

Pattern Practice

Subject		Number	Classifer	Verb Phrase		
		หลาย *Many*	**คน** *people*	**ปฏิเสธพระเยซูคริสต์** *rejected Jesus Christ*		**ครับ/ค่ะ** *(polite word)*
ศาสนจักร *Church*	**(ไม่)** *(not)*	**ทุก** *every*	**คน** *(classifier for) people*	**เชื่อในพระผู้เป็นเจ้า** *believe/believed in God*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
กุญแจฐานะปุโรหิต *Priesthood keys*		**บ้าง** *some*		**สูญหายไปจากโลก** *disappeared from the earth*		
คนชั่วร้าย *Evil people*		**หลาย** *many*	**นิกาย** *(classifier for) sects*	**ปฏิเสธพระเยซูคริสต์** *reject/rejected Jesus Christ*		
			กุญแจ *(classifier for) Priesthood keys*	**ฆ่าอัครสาวก** *kill/killed the Apostles*		
				เปลี่ยนแปลงพระคัมภีร์ *change/changed the scriptures*		
				บิดเบือนความจริง *distorted the truth*		
				ถูกสร้างขึ้นมา *were built up*		
				จะกล่าวว่าเป็นพระผู้เป็นเจ้า *will say they are of the Lord*		
				ตกอยู่ในความมืดทางวิญญาณ *fall/fell into spiritual darkness*		

Also

In Thai, there are several different ways to use the word "also" in a sentence, below is a list of a few of the possible sentence structures. The most common word used for "also" is the word "ด้วย," which can also translate to "with." When "ด้วย," "เหมือนกัน," or "อีกด้วย" act as the word "also," they will never be placed at the beginning of a sentence.

Thai	English	Sentence Structure	Examples
ด้วย	also, too	S + V + O + ด้วย	บอสสวดอ้อนวอนและรับคำตอบ แบงค์ได้รับคำตอบ**ด้วย** Boss prayed and received an answer. Bank **also** received an answer
เหมือนกัน	also, too (the same as)	S + V + O + เหมือนกัน + ว่า	ฉันมีประจักษ์พยาน**เหมือนกัน**ว่าโจเซฟ สมิธเป็นศาสดาพยากรณ์ที่แท้จริง I **also** have a testimony that Joseph Smith was a true prophet also. (after someone else bears testimony)*
อีกด้วย	too (in addition to)	S + V + O + อีกด้วย	ผู้สนใจมีปัญหาเรื่องพระคำแห่งปัญญา**อีกด้วย** This investigator has a problem with the Word of Wisdom **too**. (in addition to another problem/concern which that investigator has)

*This is a common sentence structure to express the word "also" when using an emotional verbs (to think, to feel, to know). By placing the "ด้วย" or "เหมือนกัน" in between the verb and the word "ว่า."

Grammar: S + V (know, think, feel) + ด้วย/ เหมือนกัน + ว่า + O

Example: ผมรู้**ด้วย**ว่าพระเยซูตรสต์ทรงเป็นพระบุตรของพระผู้เป็นเจ้า

I **also** know that Jesus Christ is the son of God.

Remainders

In English, remainders are expressed with words or questions such as: "Do you have ___ **left**?" "Do you have **more** ___?" "Do you have any ___ **left over**?" "I have two ___ **left**." "There are three **remaining**." In Thai, remainders are expressed with the words "**เหลือ**" ("left") and "**อีก**" ("more"). Below are a few common ways to ask and answer questions about remainders.

Grammar:

Question 1- S + มี + O + เหลือ/อีก + ไหม?

Question 2- S + มี + O + เหลือ/อีก + กี่ + classifier?

Question 3- S + ยังเหลือ+ O + อยู่ + กี่ + classifier?

Answer 1- S + มี + O + เหลือ/อีก + # + classifier

Answer 2- S + ไม่ + มี + เหลือ/อีก + แล้ว

Examples:

คุณมีใบเชื้อเชิญ<u>เหลือ</u>ไหม Do you have any inviting cards **left**?	ฉันมี**เหลือ**อยู่ Yes, I have some **left**.
คุณมีหนังสือภาษาอังกฤษ**เหลือ**กี่เล่ม? How many English books do you have **remaining**?	ฉันมี**เหลือ**สองเล่ม I have two **left**.
มีข้าวเหนียวมะม่วง**เหลือ**ไหม? Is there any **more** of mango sticky rice?	ไม่**เหลือ**แล้ว No, there is no **more**.
มีอาหารเหลือไหม? Is there any food **left**?	มีอาหาร**เหลือ**อยู่เยอะ Yes, there is a lot of food **left.**
คุณยังมีส้มเหลืออีกเท่าไร? How many oranges do you **still** have?	ฉันยังมีส้ม**อีก**สิบลูก I **still** have about 10.

Activities

Personal

Speaking

A. Before you start your day go through your planner and list of some of the things you have going on this week. Use quantifiers to describe some of the things you typically do such as study and exercise. Example: ผมไปออกกำลังกายทุกเช้า

Listening

B. Listen for examples of "also" used in church. Listen for sentences that use ด้วย, เหมือนกัน, อีกด้วย and write and example of each one in your language notebook.

Reading

C. Read the second and seventh bullet point from "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Memorize these bullet points and try to use them in an upcoming lesson with a new investigator.

D. Read 1 Nephi 1 looking for examples of quantifiers (หลาย, ทั้ง, ทุก). Pay attention to when the words are followed by a classifier, and when there is no classifier. Write down a few examples in your language notebook of sentences with classifier and sentences without a classifier.

Writing

E. Translate the following sentences from English to Thai. Check your answers.
   1. Many people have never heard of Jesus Christ.
   2. Due to the bad weather very few people attended English class today.
   3. There are a lot of activities in Preach My Gospel for missionaries.
   4. Many people are searching for the truth, but they don't know where to find it.
   5. I can feel the Spirit every time I pray.
   6. My companion is also from Utah.
   7. All of the restaurants close after 8pm.
   8. You don't have to read the whole Book of Mormon to know if it is true.
   9. Our investigator also came to church with a friend.
   10. We also found an investigator at Big C.

F. Write a letter to yourself in Thai. Tell yourself about daily life in the mission, and how your mission has helped you change so far. Use quantifiers to describe some of the events that have happened. Keep this letter in a safe place to refer back to at the end of your mission.

Companion

Speaking

G. During each daily planning session this week, review your goals and key indicators. Talk about how much more you need to fulfill your goals and what else you can do. Focus on using remainders.

H. Review your Area book and go through your new, progressing and non-progressing investigators' teaching records, and discuss what each person still needs to be taught. What commitments are left? Use remainders to discuss and set goals to help each investigator progress towards baptism. Focus on the progress on the investigators, and not just "checking off the boxes."

Listening

I. Build on your companion's testimony by taking turns going back and forth adding a second witness to your companion. Listen to your companion bear testimony about a certain principle. Practice bearing testimony that you also know a certain principle that they share is true, then add another principle. Listen to your companion testify that they also know that principle is true.

J. Take inventory of the missionary supply closet in your area. Ask your companion about how many books and pamphlets are left over using remainder. Take turns asking and answering questions about how many are leftover. Make a list of things that need to be resupplied for your area.

Reading

K. Read "A Successful Missionary" in chapter 1 of *Preach My Gospel*. Go through each bullet and evaluate yourself with your companion. Using quantifiers to talk about what you could do to be a more successful missionary. Write down your goals in your study journal.

Writing

L. Write thank you letters to the ward leaders you serve with in your area. Use quantifiers to help them know how much you appreciate the hours of service they do to help with missionary work. Proofread each other's letters then deliver them to the members.

Group

Speaking

M. Scenario: You and your companion are teaching an investigator named ต้อม who is a member of a local Christian church. You have invited him to attend church with you several times now but he seems to keep finding excuses for why he can't go. Today you asked him why he doesn't want to attend church with you and he said that he just doesn't understand the difference between your church and all the other Christian churches. Practice with your companion, have one missionary take the role of ต้อม and the other of the missionary. Teach ต้อม about what happened after Jesus Christ was crucified and how everyone fell unto apostasy. Help him see the need for a restoration and how there is only one true church on the earth. After you are finished, switch roles and do it again.

N. Scenario: You and your companion are teaching a Buddhist man the message of the Restoration for the first time and he is confused about the Great Apostasy. Help him understand the events that happened during the great apostasy by teaching simply and using scriptures. With your companion, have one missionary be the Buddhist person and the other be the missionary. Find a scripture about the Great Apostasy, read it together and teach simply about the Great Apostasy. After you are finished, switch roles and do it again.

Listening

O. Invite a recent convert or another member to meet with you in your meeting to share some of their experiences while first learning with the missionaries. Ask them to talk for about 5–10 minutes while the missionaries listen to the use of quantifiers. Write down the spiritual impressions that come as you listen to how past missionaries found and taught this member.

Reading

P. Read "Love –The Essence of the Gospel" by President Thomas S. Monson from April 2014 general conference. Look for examples of quantifiers as you read together as a group. Discuss as a group how the principles in this talk apply to missionary work. Set goals to as a district to apply the things you learned in this talk. Example: Do an act of kindness for your companion every day.

Review: Quality and Quantity

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Quality, Quantity, Number, and Sequence

- Numbers
- Quantifiers

Activities

Personal

Speaking

A. Practice testifying of Christ while using quantifiers. Come up of a list of five things you could testify to someone while you are out contacting today. Make a goal to use all of the phrases you practiced in your studies.

Reading

B. Read through the following scriptures and take note of the quantifiers that are used.
   1. 1 Nephi 10:17
   2. Jacob 4:8
   3. Mosiah 4:19

Writing

C. Translate the following sentence from English to Thai. Check your answers.
   1. Jesus chose twelve apostles.
   2. I ate two plates of mango sticky rice.
   3. There were 155 operating temples in the world.
   4. Like Joseph Smith, we can receive answer to our prayers.
   5. There are still two more chapters in Alma that I haven't read.
   6. Today I need to read my scriptures and go to the temple too.
   7. We don't have any progress records left.
   8. The Church was organized in the year 1830.
   9. Some members drive cars, but many of them drive motorcycles.
   10. Praying every day will bring you closer to Christ.
   11. The whole chapel was filled with people that came to hear the apostle speak.

Companion

Speaking

D. Go to a morning market in your area with your companion. Talk about the quality and quantity of the different items for sale. Example: All of the fruits are sold in kilos. → ผลไม้ทั้งหมดขายเป็นกิโล

Listening

E. Using the words for "also," take listening to each other telling each other about your family and in what ways you are similar or different from them.

Writing

F. Write down a list of scripture references to give out to different members and investigators. Practice writing out the scriptures using Thai numbers. Explain to your companion why you chose these scriptures to give to these people while using quantifiers.

Group

Speaking

G. As a district, see how fast you can count to 100 by counting in multiples of five. Try it again by counting by multiples of 3, 4, and 6.

Listening

H. Invite two members to your district meeting and have them explain how the bartering system works, including when and where it is appropriate to barter. Ask them to give tips on how to barter and then give a demonstration. Pay close attention to their use of quantifiers and use of numbers.

Reading

I. Read the story of the 2,000 stripling warriors as a district and discuss what attributes they possess that allowed them to have the strength of the Lord with them (see Alma 53:16–22, 56:3–10, 44–48, 57:19–27).

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

Purpose

This function will help you talk about what someone wishes, feels, doubts, or thinks will happen; for example, what God wants us to do or what true repentance requires us to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function:

- You can know for yourself that the Book of Mormon is true. (Self)
- Our investigator is very shy. (Personality Characteristics)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Heavenly Father" (What does God want us to do/be?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do/not do?)
- "The Atonement" (What is necessary for us to take full advantage of the Atonement?)
- "The Resurrection, Judgment, and Immortality" (Who receives eternal life? Immortality?)
- "Kingdoms of Glory" (Who goes to each kingdom? Those that ___ go to the celestial/terrestrial/telestial kingdom.)
- "Through Christ We Can Be Cleansed from Sin" (What are we required to do to be clean?)
- "Pray Often" (What should we ask God for when we pray?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Help People Resolve Their Concerns" (What do they doubt and feel?)
- "Offer a Prayer" (What do I ask God for when I pray?)
- "Perform Priesthood Ordinances" (What additional blessings does God want bestowed upon them?)

Self

Examples

We can return to God by keeping **ourselves** clean.	เราจะกลับไปอยู่กับพระองค์ได้โดยการรักษา**ตนเอง**ให้สะอาด
We are accountable for our **own** sins.	เรามีภาระรับผิดชอบต่อบาปของเรา**เอง**
How can you find out for **yourself**?	คุณค้นพบด้วย**ตนเอง**ได้อย่างไร
I have felt that way before **myself**.	ผม (ซิสเตอร์)**เอง**ก็รู้สึกอย่างนั้นมาก่อน
We cannot **independently** return to God.	เราจะกลับไปหาพระบิดาด้วยตัวของเรา**เอง**ไม่ได้

Explanation

In this section you will learn the different ways to use the word “เอง” (“self”).

เอง, ตัวเอง, ตนเอง

The word “self” in Thai translates to “เอง.” Adding pronouns to this word will modify the word to say “him/herself,” “themselves,” “myself,” “oneself,” etc. Often times เอง is used to be more specific when talking about a person or to give emphasis to what you are trying to say. Below is a list of ways to use “self” and some possible sentence structures and examples you might use it with.

Thai	English	Sentence Structure	Examples
เอง	self	V + เอง *Always follows a verb and implies that whoever is doing the action is or must do it themselves.	ฉันทำ**เอง**ได้ I can do it **myself.** เขาวาด**เอง** He drew it **himself**.
ตัวเอง/ ตัวเขาเอง	oneself, itself, myself, yourself, him/herself	S + V + ด้วย + ตัวเอง/ ตัวเขาเอง + ว่า +O	ผมรู้ด้วย**ตัวเอง**ว่าพระคัมภีร์มอรมอนเป็นความจริง I know for **myself** that the Book of Mormon is true.
*ตนเอง	oneself, itself, myself, yourself, him/herself	S + V + ด้วย + ตัวเอง/ ตัวเขาเอง + O *Only used in formal situations	และเหตุการณ์ได้บังเกิดขึ้นคือขณะที่พ่อตามท่านไป พ่อเห็นว่า**ตนเอง**อยู่ในที่มืดทึมและชวนหดหู่แห่งหนึ่ง. “And it came to pass that as I followed him I beheld **myself** that I was in a dark and dreary waste.” 1 Nephi 8:7

Pattern Practice

Subject	Helping Verb	Verb Phrase		"self"		
พี่ *You*	**ต้อง** *need*	**สวดอ้อนวอน** *to pray*	**ด้วย** *for*	**ตนเอง** *yourself*		**ครับ/ค่ะ** *(polite word)*
เรา *we*	**(ต้อง)** *(need)*	**ศึกษาพระคัมภีร์** *to study the scriptures*		**เอง** *by oneself*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
พี่ *You (older)*	**(จะ)** *(will)*	**สวดอ้อนวอน** *to pray*	**ด้วย** *for*	**ตนเอง** *oneself*	**(อย่างไร)** *(how?)*	
ผม *I (m)*	**(ควร)** *(should)*	**ถามพระผู้เป็นเจ้า** *to ask God*		**ตัวเอง** *oneself*		
ซิสเตอร์ *I (f)*		**เรียน** *to learn*				
ฉัน *I (m/f)*		**หาคำตอบ** *to find an answer*				
		รู้ว่าสิ่งเหล่านี้เป็นความจริง *know that these things are true*				
	เอง **ก็** *myself*	**รู้ว่าสิ่งเหล่านี้เป็นความจริง** *know that these things are true*				
		รู้ว่าพระผู้เป็นเจ้าทรงรักเรา *know that God loves us*				
		จะสวดอ้อนวอน *will pray*				

Activities

Personal

Speaking

A. Talk about some of your preferences or things that you like or don't like to do using เอง. Come up with at least five sentences. Example: I myself like to play soccer. → ตัวฉันเองชอบเล่นฟุตบอล

Listening

B. Listen carefully to a native speaker give an example of how to use เอง in a sentence. Write down five examples that you hear throughout the day. Practice saying them out loud.

Reading

C. Read bullet point number eight from "How to Begin Teaching" in chapter 10 of *Preach My Gospel.* Memorize this point before your next lesson with a new investigator, and use it to help them understand your role in helping them learn about your message.

D. Read Articles of Faith 1:2. Find other scriptures references in the Thai Book of Mormon that support this principle and practice reading them out loud.

Writing

E. Translate the following sentences from English to Thai. Check your answers.
   1. I have prayed to know for myself if the Book of Mormon is true.
   2. The members made all of the food themselves.
   3. We teach English class by ourselves.
   4. I've never been to the Hong Kong temple myself.
   5. God doesn't expect you to become perfect on your own.
   6. I taught myself how to speak Esan.
   7. The church is maintained by the members themselves.
   8. Christ himself visited the people in the Americas.
   9. I personally love chocolate ice cream more than vanilla.
   10. Do you have a family of your own?

F. Write a list of five things you would like to improve about yourself spiritually, follow the grammar structure "ฉันจะพัฒนาตัวเองโดย. . ."

Companion

Speaking

G. Talk about the family traditions that you grew up with in your home. Use เอง to describe what kinds of traditions you wish to carry on with in your own family in the future.

H. Use the last page of the Restoration pamphlet to teach your investigator how they can know these things for themselves. Have each person take turns practicing using เอง to teach your companion how to receive revelation through prayer and scripture study. Commit them to find out for themselves whether the Book of Mormon is true and if Joseph Smith is a true prophet.

Listening

I. Seek to understand how your companion is feeling. Listen to any doubts or difficulties they may be experiencing. Be sympathetic and share your own thoughts and experiences that will help your companion overcome these things. Remember to use the "self" grammar to share your own feelings with your companion.

J. Ask your companions how they knew for themselves that the gospel of Jesus Christ is true. Listen to their response, then challenge your companion to share that testimony while you are out proselyting today.

Reading

K. Read “See Yourself in the Temple” by Quentin L. Cook from April 2016 general conference. Discuss with your companion how you can help the members in your area see themselves in the temple. Plan a lesson about temples to teach your recent converts and other members incorporating the story from Elder Cook’s talk.

Writing

L. Write down a goal to improve yourself that you intend to implement in the coming week. Share it with your companion so they can help you accomplish your goal.

Group

Speaking

M. Scenario: พี่วุฒิ is really interested in the doctrine that you have been teaching him but he doesn’t know that it is true. He likes learning about what Christians believe, but is still trying to figure out how it can influence his life. With this grammar principle, teach พี่วุฒิ how he can gain a testimony of the doctrine for himself. Challenge him to read and pray to know that these things are true. Once you have given him your commitment, testify how you came to know for yourself that the Doctrine of Christ is true. When you are finished, switch roles and do it again.

N. Scenario: You have just been transferred to a new ward and on Sunday, the Bishop has asked you to get up in Sacrament meeting to introduce yourself to the congregation. Give a simple introduction of who you are and then testify of how you gained your testimony of the Jesus Christ and the Gospel. Have one missionary listen as if they were in the congregation and the other be the missionary. With your companion, practice introducing yourself and bearing your testimony. When you are finished, switch roles and do it again.

Listening

O. Often times recent converts struggle to stay active after their baptism because they may not know how to rely on their own testimonies. Discuss ways to help investigators and recent converts stay strong and be self-reliant after baptism. Write down some suggestions from the group.

Writing

P. Make a list of chores to do in your apartment such as sweeping, mopping, dishes, etc. Assign chores to each person in the house, and write whose responsibility it is to make sure it gets done. On your own piece of paper write “ผม (ซิสเตอร์) เอง” next to all of the chores that have been assigned to you. Each person should have a list with their own chores on it.

Personality Characteristics

Examples

Honorable people who did not accept the gospel will live in the terrestrial kingdom.	ผู้คนที่**น่ายกย่อง**ซึ่งไม่ยอมรับพระกิตติคุณจะอยู่ในอาณาจักรชั้นกลาง
It's **too bad** that you couldn't read the Book of Mormon.	**น่าเสียดาย**มากที่คุณไม่ได้อ่านพระคัมภีร์มอรมอน
The lesson in Sunday School was **interesting**.	บทเรียนในโรงเรียนวันอาทิตย์เป็นเรื่องที่**น่าสนใจ**
You do not have to be afraid to meet with the bishop. He is **nice.**	คุณไม่จำเป็นต้องกลัวที่จะเจอกับอธิการ เขาเป็นคน**น่าคบ**

Explanation

In this chapter you will learn how to change verbs into adjectives in order to describe personality characteristics of a noun or an event.

Prefixes: น่า and ขี้

น่า: This translates to "causes to, inducing/leading to, compelled to, etc." When placed before a verb it will change the verb into an adjective that can have a positive, neutral or negative connotation.

Grammar: น่า + V
Example: น่ารัก "to be compelled" + "to love" = "cute/to be loveable"

Other Examples: น่าตื่นเต้น ("to be exciting"), น่ากิน ("be appetizing/to look good [to eat]"), น่าดู ("be attractive/ to look nice"), น่าอัศจรรย์ ("miraculous"), น่าสนใจ ("be interesting"), น่าสงสัย ("suspicious"), น่าเชื่อ ("to be believable"), น่าเบื่อ ("to be boring"), etc.

ขี้: This translates to "prone to be, characterized by, or given to"; it can be paired with a variety of verbs in order often to describe a personality trait that is most often negative.

Grammar: ขี้ + V
Example: ขี้ลืม "prone to" + "to forget" = "forgetful"

Other Examples: ขี้กลัว ("to be a scaredy-cat"), ขี้บ่น ("to be a complainer"), ขี้โกหก ("to be a liar"), ขี้อาย ("to be shy"), ขี้เหนียว ("to be stingy"), ขี้หนาว ("prone to be cold"), etc.

Activities

Personal

Speaking

A. Think of 5–10 positive characteristics to describe your companion using น่า and ขี้ and say them out loud. (Keep in mind that adjectives paired with "ขี้" usually have a negative connotation). Example: คู่ของผมไม่ขี้เกียจ.

Listening

B. Ask a native speaker to explain how to use น่า and ขี้. Listen carefully to native speakers and mimic how they use น่า and ขี้ to describe characteristics of people and things. Write down five examples that you hear throughout the day. Practice saying them out loud.

Reading

C. Look up the following scriptures to see how this grammar principle is used. Write down the word that uses น่า and define it in your scriptures.
   1. 1 Nephi 1:13–14
   2. 1 Nephi 12:5, 23
   3. 1 Nephi 13:32

D. Read the section of the Restoration pamphlet called "ฉันจะรู้ได้อย่างไร". Look for the description of how it feels to receive an answer through the Holy Ghost. Use this in your next lesson to help an investigator understand how to get revelation through prayer and the Holy Ghost.

Writing

E. Translate the following sentences from English to Thai. Check your answers.
   1. My companion is very forgetful.
   2. No one likes to be around a complainer.
   3. It's unbelievable that Heavenly Father can know all of His children personally.
   4. Missionary work can be a fun experience
   5. พี่แดง said that the Restoration video was very interesting.
   6. Cheaters do not receive any reward.
   7. She was very shy the first time she came to church.
   8. Our investigator said that the church meetings were boring.
   9. Baptism day is exciting for the investigator.
   10. That ข้าวมันไก่ looks very appetizing.

F. Choose น่า or ขี้ to put in front of the words listed below to get the correct meaning. Check your answers. Example: น่ากลัว (scary)

1. ____ กิน (appetizing)
2. ____ เบื่อ (boring)
3. ____ เหร่ (ugly)
4. ____ รัก (cute)
5. ____ อาย (bashful)
6. ____ สงสัย (suspicious)
7. ____ หนาว (cold)
8. ____ ตื่นเต้น (exciting)
9. ____ เกลียด (loathsome)
10. ____ เล่น (playful)

Companion

Speaking

G. Open up your area book and come up with one to three things to describe each investigator that you are teaching right now. Take turns with your companion saying a sentence that uses น่า or ขี้.

H. Look up five new words in the Thai dictionary that use น่า and ขี้. Make up a sentence for each word that you learn, and say it to your companion.

Listening

I. During your weekly companionship inventory take a few minutes to express some character strengths about your companion using น่า and ขี้. Write down some of the strengths your companion says about you.

J. Open your area book for a game of guess who. Choose a person in your area book to describe to your companion. Use น่า and ขี้ to describe a few characteristics of the person you choose. Have them try to guess who it is. When they guess it switch roles.

Reading

K. Read 3 Nephi 4:7–8 about the description of the armies of Giddianhi. Use น่า and ขี้ to describe their appearance to your companion in your own words. Describe also the reaction of the armies of the Nephites.

Writing

L. Write down an experience you had that was either embarrassing or miraculous in English. Switch with your companion and translate each other's stories into Thai. Proofread each other's translations and correct and mistakes that you noticed.

Group

Speaking

M. Share a miracle that happened in each companionship this week. Use น่า and ขี้ to tell your story and be descriptive while explaining what happened.

N. Scenario: Your investigator พี่เก่ง was dated for baptism last week when he suddenly didn't show up to church. After meeting with him to find out what happen you and your companion discover that he is ขี้กลัวน้ำ (afraid of water). As a group discuss ways to help investigators overcome fears when they are afraid.

Listening

O. Have each person in your district write down a name, it can be the name of a prophet in the scriptures, a famous celebrity, or a member from your area. Fold up the slips of paper and mix them up in a bowl. Have each missionary draw a name and describe it to the group using น่า and ขี้ without giving away the name. The rest of the district has to try to guess the name on the paper.

P. Invite a member to participate in the meeting that you know has gone through a sincere change of heart or made big changes and sacrifices in their life to follow Jesus Christ. If they are comfortable sharing have him or her describe what kind of person they were before they decided to follow Jesus Christ and the results that have come into their lives since choosing to change. Make note of the descriptions and characteristics used to describe themselves.

Review: Judgment, Doubt, Emotion, Possibility, and Influence

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

- Self
- Personality Characteristics/Description

Activities

Personal

Speaking

A. Using น่า and ขี้ think of 5 positive attributes about yourself and say them out loud. Then think of 1-2 things about yourself you would like to improve using น่า and ขี้, and make a list of things you can do to improve yourself. (Keep in mind that adjectives paired with "ขี้" usually have a negative connotation). Example: ผมไม่ขี้เกียจ

Listening

B. While the conductor is making announcements in sacrament meeting, listen for the time of activities taking place throughout the week. Write them down in your planner so you can plan which activities to invite investigators and recent converts to.

Writing

C. Translate the following sentence from English to Thai. Check your answers.

1. I want to go there by myself
2. Some people might say that living life according to the gospel is boring.
3. He wants to find out the truth about Jesus on his own.
4. She's a shy person, so she likes to avoid giving talks in church.
5. This noodle soup looks really appetizing.
6. Transfer meeting is a very exciting time.
7. God decides who'll be the prophet Himself.
8. Because of agency, we can choose what we want to do by ourselves.

D. Write a letter of gratitude to one of your previous companions. Use the word "เอง" and the personality characteristics in order to describe why you are grateful for that person, what you have learned from them and how they have helped you to be a better missionary.

Companion

Speaking

E. Share with your companion a time when you had to make a difficult decision (going to college, going on a mission, keeping a certain commandment, etc.). Use grammar from this chapter to write about your experience.

Listening

F. Ask a member to explain to you how they use the word "ตัวเอง" and in what situation you would use it as a pronoun (sometimes this word will be used as a pronoun for a significant other). Take notes in your language notebook and practice using "ตัวเอง" with your companion.

G. Take turns listening to one another describe your parent's personality traits using น่า and ขี้. Then use เอง to describe which personality traits you think you received from your parents.

Writing

H. Write a note down personality characteristics on separate pieces of paper. Use these pieces of paper to play charades (act out the personality on the paper and have your companion guess which personality you are trying to express).

Group

Speaking

I. Write down personality characteristics on separate pieces of paper and give one to each member of your district without them seeing what it says. At the count of three, every person participating will place the piece of paper on their forehead so that everyone can see it but themselves. Let each person have a turn to try to guess the personality characteristic that they have been assigned one by one while district gives them hints as to what is written on his or her paper (without saying the word that is written down).

J. Scenario: You and your companion are teaching a man named เสือ and his wife กระต่าย. They are both very interested in the gospel and seem to believe what is being taught. They pray only occasionally and have only the read the scriptures during the lessons with you. When you follow up with them about their prayer and scripture reading they tell you they have not been able because they are ขี้เกียจ. Discuss with your companion how you can help เสือ and กระต่าย overcome this feeling of laziness and become excited to pray and read the scriptures. Take turns teaching another companionship.

Listening

K. Invite a convert member to district meeting and ask them to share his or her experience when first learning with the missionaries. Have them describe how they felt and how their actions changed as they continued to meet with the missionaries. Explain to them prior to the meeting that the district is trying to improve their use of the word "เอง" and personality characteristics. Have each missionary write down at least three separate times they heard the member use these grammar principles and make a goal to find a time before the next district meeting of when they could use it.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Our appointment is at **three o'clock** on Thursday. (Time)
- He has been a member of the Church **since** 2009. (Time Expressions)
- The scriptures are **over there**. (Locality)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (Where did we come from?)
- "Our Life on Earth" (Why are we here?)
- "The Spirit World" (Where do we go when we die? How long are we there?)
- "Kingdoms of Glory" (Who goes to each kingdom?)
- "Baptism, Our First Covenant" and "The Gift of the Holy Ghost" (Where does each part of baptism [baptism, confirmation] take place? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Conduct a Meeting" (When does each part of the meeting happen?)
- "Give Directions" (What is the destination close to? What do you pass along the way?)
- "Make Appointments" (When are they free? Where is the appointment?)
- "Plan Daily and Weekly Activities" (When and where will each appointment/activity take place?)

Time

Examples

To get there, it takes about five **minutes.**	จะไปที่นั่นต้องใช้เวลาประมาณห้า**นาที**
When does he usually come home?	ตามปกติเขาถึงบ้าน**กี่โมง**ครับ (คะ)
When does the bus leave?	รถเมล์ออก**กี่โมง**
Evenings work best for us.	**ตอนเย็น**เหมาะที่สุดกับเรา
Before our **next** visit will you read the assigned passages?	ก่อนที่เราจะมาเยี่ยมครั้ง**ต่อไป**คุณจะอ่านข้อความตอนที่เรามอบหมายให้อ่านไหมครับ (คะ)

Explanation

In this section you will learn how to tell and ask about time, and use specific time expressions. This grammar principle will help you to share faith promoting experiences and stories with investigators.

Asking the Time

Grammar: กี่ (“how many?”) + โมง (“hour”)

Examples: กี่โมง? (“What time?”)

กี่โมงแล้ว? (“What time is it?”)

ตอนนี้กี่โมง? (“What time is it right now?”)

Telling Time

Hours:

The table below includes the grammar for the different time ranges in Thai.

Time Range	Grammar
12 a.m.	เที่ยงคืน
1–5 a.m.	ตี + #
6–11 a.m.	#* + โมง + (เช้า)
12 p.m.	เที่ยง
1–3 p.m.	บ่าย + # (+โมง)*
4–6 p.m.	# + โมง + (เย็น)
7–11 p.m.	# (1–5)* + ทุ่ม

*You will sometimes hear the hours 8–11 a.m. said as the "second hour of the morning, third," and so on. The grammar structure will remain the same but instead of using the numbers 8–11, you will using the numbers 2–5. Eight o'clock in the morning is known as the second hour of the morning, nine o'clock is the third hour, ten o'clock is the fourth hour, and eleven o'clock is the fifth hour.

*To say that it is "1:00 p.m." you can say บ่ายโมง (used most often) or บ่ายหนึ่ง. For the hours 2:00–3:00 PM you would usually just say บ่ายสอง or บ่ายสาม, but you can also include the word "โมง" and the end as well.

*The evening hours 7–11 p.m. are always expressed using the numbers one through five. Seven in the evening is the first hour of the late evening, eight is second hour, nine is the third hour, ten is the fourth hour and eleven is the fifth hour. See military time table for further assistance.

Military Time Table			
0.00 น	เที่ยงคืน	12.00 น	เที่ยง
1.00 น	ตีหนึ่ง	13.00 น	บ่ายหนึ่ง or บ่ายโมง
2.00 น	ตีสอง	14.00 น	บ่ายสองโมง
3.00 น	ตีสาม	15.00 น	บ่ายสามโมง
4.00 น	ตีสี่	16.00 น	สี่โมงเย็น
5.00 น	ตีห้า	17.00 น	ห้าโมงเย็น
6.00 น	หกโมงเช้า	18.00 น	หกโมงเย็น
7.00 น	เจ็ดโมงเช้า	19.00 น	หนึ่งทุ่ม
8.00 น	แปดโมงเช้า	20.00 น	สองทุ่ม
9.00 น	เก้าโมงเช้า	21.00 น	สี่ทุ่ม
10.00 น	สิบโมงเช้า	22.00 น	สามทุ่ม
11.00 น	สิบเอ็ดโมงเช้า	23.00 น	ห้าทุ่ม

Minutes:

Grammar: HOUR + # (+ นาที)

HOUR + # (+นาที) + ตอนเย็น/เช้า (for hours 6–11 a.m. and 4–6 p.m.)

Examples:

3:12 a.m.	ตีหนึ่งสิบสองนาที
7:45 a.m.	เจ็ดโมงสี่สิบห้า
12:23 p.m.	เที่ยงยี่สิบสามนาที
3:50 p.m.	บ่ายสามโมงห้าสิบ
6:07 p.m.	หกโมงเจ็ดนาทีตอนเย็น
10:30 p.m.	สามทุ่มสามครึ่ง

Other Time Range Expression:

Thai	English	Example
ตอนเช้า	"in the morning"	**ตอนเช้า** เราศึกษากับคู่ของเรา **In the morning** we study with our companion.
ตอนบ่าย	"in the afternoon"	เธอบอกว่าเธอจะว่าง**ตอนบ่าย** She said she would be free **in the afternoon**.
ตอนเย็น	"in the evening"	มีหลายๆคนอยู่ที่ตลาดใน**ตอนเย็น** There are a lot of people at the market **in the evening**.
ดึก	"late at night"	เขาทำงานจน**ดึก** He works until **late at night**.
ครึ่ง	"half (thirty minutes)"	การประชุมของเราจะเริ่มอีก**ครึ่งชั่วโมง** Our meeting will start in **half an hour**.

Pattern Practice

เราจะเจอกัน *We will meet*	**ตอน** *at*		**ห้า** *five*	**โมง** *hour*	**สามสิบ** *thirty*	**นาที** *minutes*		**ค่ะ/ครับ** *(polite word)*
เราจะกลับมา *We will come back*	**ตอน** *at*	**กี่โมง** *what time?*			**สิบห้า** *fifteen*	**นาที** *minutes*	***(ตอนเช้า)** *(at morning)*	**ค่ะ/ครับ** *(polite word)*
คุณว่าง *You are free*		**เที่ยงคืน** *midnight*			**สามสิบ** *thirty*		***(ตอนเย็น)** *(at night)*	
ผมว่าง *I am free*		**ตี** *early morning*	**ห้า** *five*		**สี่สิบห้า** *fourty-five*		**(ไหม)** *(yes/no?)*	
ผมไม่ว่าง *I am not free*			**เก้า** *nine*	**โมง (เช้า)** *late morning (cháaw is replaced with minutes)*	**ครึ่ง** *Half (thirty)*			
		เที่ยง *noon*						
		บ่าย *afternoon*	**สอง** *two*	**โมง** *hour*				
			หก *six*	**โมง(เย็น)** *early evening (yen is replaced with minutes)*				
			หนึ่ง *one (seven)*	**ทุ่ม** *late night*				

Time Expressions

Time expression words are used to further clarify and express a certain tense. As in the lesson about tenses, จะ, กำลัง, กำลังจะ, ได้, were used to indicate past present, and future tenses. With time expressions, the speaker can be more specific. For example, “Last year, the missionaries invited me to be baptized.” “In one month, I will be going on vacation.” Or, “Soon, I will be transferred.” In these sentences the verbs indicate a certain tense while words are used to clarify a certain time period.

Past

In Thai, when someone has indicated that they are talking about a past event, the other person will often answer as if they were talking in the present tense (but in their minds they are talking as if in past tense). Once the past tense has been established, the rest of the conversation can be spoken in present tense. Using these time expressions in the table below will add more context to the story/experience that you are sharing.

Grammar: Time expression (past) + S + V + O or S + V + O Time expression (past)

Examples:

Thai	English	Example
เมื่อก่อน	"back then /in the past/previously"	**เมื่อก่อน**ฉันนับถือศาสนาพุทธ **Before**, I was Buddhist.
แต่กี๊/เมื่อกี๊	"a moment ago/ just now"	ผมพึ่งคุยกับซิสเตอร์แคนดี้เสร็จ**แต่กี๊** I **just** spoke with sister Candy. **เมื่อกี๊**มีคนมาเคาะที่ประตู **A moment ago** someone knocked on the door.
ตั้งแต่	"ever since"	**ตั้งแต่**ฉันเริ่มอ่านพระคัมภีร์ ฉันรู้สึกสงบมากขึ้นในชีวิตของฉัน **Ever since** I began reading the scriptures I have felt more peace in my life.

Pattern Practice

Subject		Tense	Verb Phrase			
พี่ *You*		**ได้** *did*	**สวดอ้อนวอน** *pray*		**ไหม** *yes/no?*	**ครับ/ค่ะ** *(polite word)*
คุณ *You (same age)*	**(ไม่)** *(not)*	**ได้** *did*	**สวดอ้อนวอน** *pray*	**(แล้ว)** *(already)*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
พี่ *You (older)*		**เพิ่ง** *just barely*	**อ่านพระคัมภีร์** *read the scriptures*	**เมื่อกี๊** *a moment ago*	**(หรือ)** *(really?)*	
ผม *I (m)*			**ไปโบสถ์** *go to church*			
ซิสเตอร์ *I (f)*			**อ่านเอกสาร** *read the pamphlet*			
ฉัน *I (m/f)*			**เลิกดื่มเหล้า** *quit drinking alcohol*			
เขา *He/she*			**เลิกสูบบุหรี่** *quit smoking*			
เรา *We*			**รู้สึกพระวิญญาณบริสุทธิ์** *feel the Holy Ghost*			
			รับคำตอบ *receive an answer*			

Future

When telling of an experience in the past and moving from one time period to another, the words below will help the investigator to know the experience/story is moving.

Grammar: Time expression (future) + S + V + O or S + V + O Time expression (future)

Examples:

Thai	English	Example
เร็วๆนี้	"soon/recently"	ฉันจะกลับบ้านจากมิชชั่น**เร็ว ๆ นี้** *I will **soon** return home from my mission.*
ต่อไป	"lat-er/continuing on/ next"	**ต่อไป**เราจะสอนคุณเกี่ยวกับกฎส่วนสิบ ***Next** we will teach you about the law of tithing.*
ต่อมา	"after words/ later on"	**ต่อมา**ผมสัมภาษณ์กับประธานขณะเผยแผ่ ***Later on** I was interviewed by the mission president.*
หลังจากนั้น	"after that.."	**หลังจาก**นั้นฉันตัดสินใจที่จะสวดอ้อนวอน ***After** that I decided to pray.*

Pattern Practice

Subject	Helping Verb	Verb Phrase	Adverb		
พี่ *You (older)*	**จะ** *will*	**สวดออนวอน** *pray*	**ต่อไป** *continue*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(polite word)*
คุณ *You (same age)*	**ควร** *should*	**ศึกษาพระคัมภีร์** *study the scriptures*			
เรา *We*	**ต้อง** *need*	**ทำตามศาสดาพยากรณ์** *follow the prophet*			
ผม *I (m)*		**รักษา** **พระคำแห่งปัญญา** *keep/uphold* *the Word of Wisdom*			
ซิสเตอร์ *I (f)*		**พระบัญญัติสิบประการ** *the Ten Commandments*			
เขา *He/she*		**วันสะบาโตให้ศักดิ์สิทธิ์** *the Sabbath Day holy*			
		กฎแห่งความบริสุทธิ์ทางเพศ *the law of chastity*			
		กฎส่วนสิบ *the law of tithing*			

Pattern Practice

Subject		Verb Phrase	"Until"	Time	
เรา *We*	**จะ** *will*	**วางแผน** *plan*	**จนถึง** *until*	**เที่ยง** *noon*	**ครับ/ค่ะ** *(polite word)*
เรา *We*	**(จะ)** *(will)*	**ศึกษาส่วนตัว** *have personal study*	**จนถึง** *until (time)*	**กี่โมง** *what time?*	**ครับ/ค่ะ** *(polite word)*
คุณ *You*		**ศึกษากับคู่** *have companion study*	**จน** *until (event)*	**เมื่อไร** *when?*	
ผม *I (m)*		**ศึกษาภาษา** *have language study*		**เที่ยง** *noon*	
ซิสเตอร์ *I (f)*		**กินข้าว** *eat rice*		**แปดโมงครึ่งตอนช้าว** *8:30 a.m.*	
		เชื้อเชิญ *invite*		**ห้าโมงเย็น** *5 p.m.*	
		รับใช้ *do service*		**สามทุ่ม** *9 p.m.*	
		ออกกำลังกาย *exercise*		**นัดของเรา** *our appointment*	
		วางแผน *plan*		**เราต้องศึกษา** *we have to study*	

Activities

Personal

Speaking

A. Look through your planner at all of the activities you have planned for the day. State the starting and ending times of each activity out loud.

Listening

B. While the conductor is making announcements in sacrament meeting, listen for the time of activities taking place throughout the week. Write them down in your planner so you can plan which activities to attend throughout the week.

Reading

C. Throughout the day practice telling time by looking at your watch or a clock and say the time out loud. If you can't tell the time after a few seconds then write it down. Practice the times on your list that you struggled with most.

D. Read the sixth bullet point under "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Try to memorize it before your next teaching appointment. Practice out loud explaining some of the expectations you have for teaching the investigator such as the duration of teaching appointments (45 minutes) and how long church lasts (3 hours).

Writing

E. Write out the following times in Thai. Check your answers. Example: 18.00 น. → หกโมงเย็น

1. 21.30 น.
2. 4.15 น.
3. 8.40 น.
4. Noon
5. 10.20 น.
6. 18.30 น.
7. 9.50 น.
8. 23.10 น.
9. 19.30 น.
10. Midnight

F. Write a timeline of major events that have happened in your life. Write a sentence using the grammar from this section to describe each event in your life. Select one event that you wrote down and talk about how it impacted you either in a lesson or with your companion. Example: Eight years ago, my mother had cancer. → เมื่อแปดปีก่อนแม่ของฉันเป็นโรคมะเร็ง

Companion

Speaking

G. Scenario: You and your companion are extending invitations in a neighborhood and are focused on talking to everyone. You meet a couple of people that are interested to learn more about the message of the Restoration so you ask if you can come back and teach them more. With your companion, have one missionary take the role of the investigator and the other of the missionary. Practice inviting and setting a return appointment. Once finished, switch and do it again.

H. Scenario: You and your companion are having a planning session to determine how to best help your investigator progress towards baptism. Choose one of your progressing investigators and plan together how you will help them prepare to be baptized. In Thai, discuss their progress so far including how they have kept their commitments and how you feel they are receiving the message. Plan how you will continue to help them progress towards baptism by considering the doctrines you will teach, the members you will involve, and other important experiences you will help them have over the next several weeks.

Listening

I. Scenario: You and your companion have just started planning. Following the guidelines in *Preach My Gospel*, you begin with a prayer and start planning meaningful activities for every hour of the day. Listen to your companion share his or her ideas in Thai for planning the day. Discuss what activities you will do tomorrow to prepare to teach, help your investigators progress, and find new investigators.

J. Scenario: The ward mission leader, Brother สมศักดิ์, is very eager to help your investigators. He called you tonight to follow up on the progress of one of your investigators that is close to getting baptized, and to see if he can help in any way. With your companion, have one missionary take the role of Brother สมศักดิ์ and the other of the missionary. Brother สมศักดิ์ will pick one of your companion's progressing investigators and ask about their progress. The missionary will tell Brother สมศักดิ์ how close the investigator is to getting baptized, and how the ward can help.

Reading

K. Read the missionary schedule together from the Missionary Handbook. Talk about how your schedules vary throughout the day. Use time expressions to describe your daily schedule.

Writing

L. Use time expressions from the past to write a story about one of your ancestors to put in your My Family booklet. Trade stories with your companion and translate it into Thai. Remember that once the tense of the story has been established the speaker can use present tense to talk about an event that happened in the past.

Group

Speaking

M. Scenario: You and your companion have just taught สมพร the message of the Restoration for the first time and he has a couple of questions about Joseph Smith and the Book of Mormon. You said you would love to answer his questions, but you have to hurry off to your next appointment. You asked him if it would be ok to come back and teach him more tomorrow and he agreed. With your companion, have one missionary take the role of สมพร and the other of the missionary. Practice setting up a return appointment to come back and teach tomorrow.

N. Scenario: You met a man outside the church that seemed interested in what Christians do. You offered to give him a tour of the church, and he accepted. This morning, he met you and your companion at the church and wants you to show him around. With your companion, have one missionary take the role of the man and the other of the missionary. Give the man a tour of the church and of the different rooms. Explain about each meeting and how long each meeting lasts. At the end, invite the man to attend church with you on Sunday.

O. Scenario: พี่เอ has been struggling to read the Book of Mormon every day. He always reads the assigned chapters that you give him but he doesn't know where to read when he is finished with those passages. Teach พี่เอ the importance of studying the scriptures often and challenging him to start reading the Book of Mormon from the beginning and to continue to read it every day. With your companion, have one missionary take the role of พี่เอ and the other of the missionary. Practice teaching พี่เอ the importance of regular scripture study and challenge him to continue to read every day. When you are finished, switch roles and do it again.

Listening

P. Scenario: พี่อุดม is really excited to learn about the different commandments that our Church teaches and as you share these commandments with him, he is very willing to follow them. Today in your lesson, follow up with พี่อุดม on the commandments that you have taught him and commit him to continue to keep those commandments. With your companion, have one missionary take the role of พี่อุดม and the other of the missionary. Practice following up with พี่อุดม and committing him to continue to keep the commandments. When you are finished, switch roles and do it again.

Locality

Examples

How long have you lived **here**?	คุณ**อยู่ที่นี่**มานานเท่าไรแล้วครับ (คะ)
We already have an appointment at **that** time.	ช่วง**นั้น**เรามีนัดอยู่แล้วครับ (ค่ะ)
Brother Suphan's family **lives close by**.	ครอบครัวบราเดอร์สุพัน**อยู่**ใกล้ๆ **นี่**เอง
I wanted to find out if God was really **there**.	ผม (ซิสเตอร์) ต้องการค้นหาว่าพระผู้เป็นเจ้าทรง**อยู่ที่นั่น**จริงหรือไม่
This scripture explains **where** we were before this life.	พระคัมภีร์อธิบายว่าเรา**อยู่ที่ไหน**ก่อนชีวิตนี้

Explanation

In this section you will learn how to use the main locational words in order to describe the distance of an object.

Asking the Time

Grammar: กี่ ("how many?") + โมง ("hour")

Examples: กี่โมง? ("What time?")
กี่โมงแล้ว? ("What time is it?")
ตอนนี้กี่โมง? ("What time is it right now?")

อยู่

อยู่ means "at" and is used as the main way to designate location but can then be further explained by the use of locality words.

Grammar: S + อยู่ + (ที่) + location or S + V + อยู่ + location
Question: S + อยู่ + ที่ไหน?

Examples:

Is Palmy **at** home?	น้องปาล์มมี่**อยู่**บ้านไหม
Right now we are **at** the church.	ตอนนี้เรา**อยู่ที่**โบสถ์
They are having family home evening **at** Joe's house.	พวกเขามีการสังสรรค์ครอบครัว**อยู่ที่**บ้านของโจ
Where is the investigator?	ผู้สนใจ**อยู่ที่ไหน**

Note: See "To be" section for more examples with "อยู่"

Locality Words

These words are used to specify the locality of a person, place, or an object. The locality is in reference to where you are at. It is common for a Thai person to state a location and then refer to it later in the conversation as "อยู่นี่," "อยู่นั่น," or any of the locality words learned in this lesson.

Grammar: อยู่ + (ตรง) + locality word
อยู่ + ที่ + locality word

Thai	English	Example
นี่	"here" (connotes a very close and specific location); or will translate to "this" to point out an object or person	หนังสือคุณอยู่**นี่** The book is right **here**. **นี่**คือเพื่อนผม **This** is my friend.
นั่น	"there" (close to you/within reaching distance or a few steps); "that"	มีที่ว่างอยู่ที่**นั้น** There is an empty seat over **there**. **นั่น**คืออะไร What is **that**?
นู่น/ โน่น	"over there" (further away; from the other side of a big room or across a valley) This is a conversational word and will usually not be seen in written form.	โบสถ์อยู่ตรง**นู่น** The church is **over there**. (While pointing in the direction of the church.) เขาจอดรถไว้ที่**โน่น** He parked his car **over there**.

Note: Common Thai pronunciation is to drag out and inflect the sound of the vowel to demonstrate how far away the object or location is.

Pattern Practice

Classifier	Demonstrative Adj.			Verb	about	Noun		
เล่ม *Book*		**นี้** *this*		**คือ** *is*		**พระคำของพระผู้เป็นเจ้า** *the word of God*		**ค่ะ/ครับ** *polite word*
เล่ม *(classifier for) axes candlesticks knives*	**(เหล่า)** *(pluralizer)*	**นี้** *this*	**นั้น** *that*	**พูด** *to talk*	**เรื่อง** *about*	**ศรัทธา** *faith*	**(ไหม?) (ไหม?)(ไหม?)** *(yes/no?)*	**ค่ะ/ครับ** *polite word*
ฝั่ง *(classifier for) part section region*		**นู้น** *that (over here)*	**ไหน** *which*	**สอน** *to teach*	**เกี่ยวกับ** *about*	**พยานถึงพระเยซูคริสต์** *witness to Jesus Christ*		
บท *(classifier for) chapter lesson*				**เป็น** *is*		**ความบริบูรณ์ของพระกิตติคุณ** *the fullness of the gospel*		
เรื่อง *(classifier for) story*				**คือ** *is*		**พระคำของพระผู้เป็นเจ้า** *the word of God*		
ข้อ *(classifier for) verse*				**มี** *to have*		**สอนของพระเยซูคริสต์** *the teachings of Jesus Christ*		
						การชดใช้ของพระเยซูคริสต์ *the Atonement of Christ*		
						การรักษาพระบัญญัติ *keeping the commandments*		
						ความสำคัญของการสวดอ้อนวอน *the importance of prayer*		
						การเชื่อฟัง *obedience*		

Pattern Practice

Subject	Verb	Noun	"to leave"		
เราอยาก *We want*	**ให้** *to give*	**เอกสาร** *pamphlet*	**ไว้** *to leave*		**ครับ/ค่ะ** *(polite word)*
ขอให้พี่ *Request for you*	**เก็บ** *to keep*	**พระคัมภีร์** *scripture*	**ไว้** *to leave (at a certain location)*	**(ได้ไหม)** *(can yes/no?)*	**ครับ/ค่ะ** *(polite word)*
เราอยาก *We want*	**จำ** *to remember*	**เอกสาร** *pamphlet*		**(ไหม)** *(yes/no?)*	
พี่จะ *You will*	**แขวน** *to hang*	**คำมั่นสัญญา** *commitment*			
	เขียน *to write*	**รูปของพระคริสต์** *picture of Christ*			
	ทิ้ง *to throw away*	**ความรู้สึก** *feelings*			
	เปิด *to open*	**บาป** *sins*			
	ให้ *to give*	**คำถาม** *questions*			
	ฝาก *to leave*	**สิ่งที่ชอบ** *things that you like*			
	วาง *to place*				

Activities

Personal

Speaking

A. Describe the location of the church in your area. Think of at least two different ways to explain how to get to the church, then practice saying them out loud.

Listening

B. Ask a native speaker to give an example of how to use each of the locality words (นี่, นั่น, นู่น). Imitate what you hear, and try to match the inflection of their voice to indicate how far away it is. Then come up with an example of your own for each word and write it in your language notebook.

Reading

C. Read or sing the lyrics to the primary song, “Love is Spoken Here,” (Thai Children’s Songbook, 102). Pay attention to all the locality words and words that use location to describe the home.

D. Read hymn 6 from the Children’s Songbook, “A Child’s Prayer.” Look for locality words (นี่, นั่น, นู่น).

Writing

E. Write the correct locality word (นี่, นั่น, นู่น) that should be used in the sentence. Note: Do not translate. Check your answers.

1. We came here to receive a body.
2. When he went there, he found the golden plates.
3. While he was there, Alma ordained priests to teach the people.
4. The pioneers moved from this spot to Utah.
5. Alma went there to teach with Zoramites.
6. The Bishop came here with us to teach about the Book of Mormon.
7. There nearest 7-Eleven is over there.
8. Jesus came here to atone for our sins.

F. Translate the following sentences from English to Thai. Check your answers.

1. We’re going to the chapel.
2. Can we teach your friend at his house?
3. Before this life we lived in heaven.
4. This bus to Bangkok is full.
5. We meet at the church for all of our meetings.
6. Where are your reading right now?
7. The nearest temple is in Hong Kong.
8. We will wait in the spirit world until the resurrection.
9. When you get to the light turn right and go to the last house on the left.
10. There are two empty seats in that row.

Companion

Speaking

G. Looking at a map of your area, talk about the location of different places in your area such as the church or your favorite restaurant. Use words such as นี่, นั่น, and นู่น to describe location. Example: We are here. → เราอยู่นี่

H. Plan an exchange with your companion so that you and your companion are each with a member. At the beginning of your exchanges, have each missionary explain to the member where they will be going and what they will be doing. After you have both had a chance to explain, ask the members whether or not you used the location and locality words correctly.

Listening

I. Look through your area book and find out whose addresses have not been recorded in the area book yet. Contact those people and fill out their address or a description of how to find their house. You may consider drawing a simple map of how to find the person's home.

J. Get to know a less active member in your area by preparing a few questions about their family, school, or work. Example: Where do you work? How long have you worked there? What do you do there? Use location words to find out more about this person. After you share a message invite him or her to attend sacrament meeting or an activity at the church.

Reading

K. Read "The Perfect Path to Happiness" by President Thomas S. Monson from October 2016 general conference. Pay attention to the sentences that use location words such as ที่, นี่, and นั่น.

Writing

L. During your planning session with your companion write down all of the locations you will be going to in your planner. If you don't already know how to get there then write a list of simple instructions how to get there.

Group

Speaking

M. Have every missionary pull out their planner and turn to another missionary who is not their companion. Have them choose an activity they have written in their planner and explain where they will be going and their purpose while they will be there. Example: เราจะไปที่บ้าน ซิสเตอร์นาง ที่จะให้พรคนป่วย

N. Scenario: Brother หนุ่ม and Sister มุ้ย have a non-member friend that they want to introduce to you and your companion. Their friend has been asking them questions about Jesus Christ. Brother หนุ่ม and Sister มุ้ย invited you and their friend to Family Home Evening at their house and have just turned the time over to you to share a scripture with their friend. As a companionship, have one missionary be Brother หนุ่ม and Sister มุ้ย's friend and have the other be the missionary. Before sharing the scripture that you have prepared, briefly introduce the Book of Mormon and explain what it contains. Then introduce the verse, read it together, and apply it to their friend.

Listening

O. As you and your companion are out inviting on the street, you meet a man who says he has studied about Jesus Christ before. He says he believes in the Bible and thinks all religions are good. As a companionship, have one missionary take the role of the man and the other of the missionary. Practice introducing the Book of Mormon, invite the man to learn more.

P. As a district try to map out your area on a whiteboard or blackboard. This activity can be useful for the missionaries who are new to the area. Map out some of the important landmarks including the church, the nearest hospital, and schools or a nearby university. Describe these locations using locality words (นี่, นั่น, นู่น).

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Time
- Location

Activities

Personal

Speaking

A. Review the previous week in your planner and read out loud your daily routines and appointments including the time at which you did them.

B. Get to know more about the members in the area you are serving. During appropriate time, have a friendly conversation with a member and ask questions about his or her daily schedule (e.g., What time do you leave for work in the morning? When do you prepare food for your family? Where do you catch the bus to work?).

Listening

C. Call a less-active member family and schedule an appointment to come and visit them at their house. Pay close attention to what times are best to meet them and the directions as to where they live.

Reading

D. Read through the schedule listed in the missionary handbook. Make a note of how you can use your time more effectively.

Writing

E. Write an encouraging letter to a member who is planning to serve a mission. In the letter describe to him or her what it is like to be a missionary. Include things like your daily schedule, some of the challenges and rewards of being a missionary, and some tips on how he or she can best prepare to serve.

F. In your language notebook, write down the directions to your favorite restaurant in one of your areas relative to the location of the church.

Companion

Speaking

G. Take turns giving directions on how to get to the different stores such as Big C, Tesco Lotus, and 7-Eleven in your previous areas (or current one) relative to the location of your apartment or the church building.

H. Ask the members when and where might be another great place for contacting new investigators in your area that you and your companion didn't know before.

Listening

I. Periodically throughout the day, ask for directions to different places (e.g., the bus stop or the closest convenient store) from different people you come in contact with (people on the street, taxi drivers, members, investigators, etc.). Review with your companion the locality words you heard them say. Take note of any words that you didn't know

Group

Speaking

J. Scenario: You and your companion are taking a taxi from the bus station to the mission office. On the way there you talk with the taxi driver who tells you he has five children. When the taxi driver sees that you are missionaries he explains that he has been to church before and is interested in learning more. Have each companionship in the district take turns role playing as the taxi driver and the other take the role of the missionary.

Appendix

Appendix

Polite Particles

The polite particles ครับ (masculine) and ค่ะ (feminine) are among the most frequently used words in Thai. These words are used at the end of every sentence in order to be polite and show respect. If you get into a casual conversation, you may drop the ครับ/ค่ะ after a few sentences and just use it occasionally. However, if you are talking with someone older than you or of an important status, it is best to keep saying it throughout the conversation. If you are not sure, pay close attention to how often the Thai person you are talking to is saying ครับ/ค่ะ, and you will be able to know how often you should be saying the polite words. This word will also be used to express verification words such as "yes" or "okay."

Grammar:	sentence/question/response + ครับ/ค่ะ	
Examples:	สวัสดีค่ะ ฉันชื่อไบร์ทค่ะ	("Hello, my name is Bright.")
	คุณเป็นอย่างไรบ้างครับ	("How are you doing?")
	สบายดีค่ะ	("I'm doing good.")

Common Phrases

There are a variety of words and phrases that do not have a direct translation in either Thai or English. Even though there is not a direct way to translate the word, once you understand what the word means or what you want to say in Thai, you will be able to describe what the word or phrase means. Below are a few phrases that are commonly used in Thai that do not have an obvious direct translation in English.

Thai	Explanation
ไม่เอา	This phrase translates to "do not want" and is used to decline something being offered to you or to express disinterest in something or someone. On the contrary, if someone is offering you something that you do want, you can respond with "เอา" to accept the offer. It is incorrect to use the verb "อยาก" (to want) when rejecting or accepting an offer.
กินไม่เป็น	Literally translates to "I do not know how to eat it," but it is usually used as a polite way to decline food that you do not want to.
ฟังไม่ทัน	This phrase translates to "I missed what was said" and will usually be followed by "พูดอีกที" ("Say it once more"), "ช่วยพูดอีกครั้ง" ("Will you say it again?"), or "อะไรนะ" ("Come again?").
กินข้าวหรือยัง	This phrase translates to "Have you eaten yet?" and will often be used in initial greetings. Thai culture is very endearing and charitable, and this phrase is one way Thai people express these cultural characteristics.
เกรงใจ	This word expresses a state of being that can be described as feeling socially obligated or pressured to either do something you don't really want to do or feeling a similar pressure that prevents you from doing something that you really want to do. For example, many times when you go to a member's house for dinner they will tell you "อย่าเกรงใจนะ" ("don't be เกรงใจ" or in English, people would say "Help yourself," "Don't give it a second thought," etc.) about helping yourself to more food. Another form of เกรงใจ that you will often come across is people feeling "เกรงใจ" ("รู้สึกเกรงใจ") when you offer to help them. This will often translate to them "feeling bad to make someone else sacrifice in their behalf," "feeling awkward," or "feeling uncomfortable having someone else do something for them."

Subjects and Professions

Below is a list of common educational subjects and professions that will help you to connect and relate to the people you serve.

English	Thai	English	Thai
Actor	นักแสดง	Lawyer	ทนายความ
Administrative assistant	ผู้ช่วยผู้บริหาร	Plumber	ช่างประปา
Art	ศิลปะ	Student	นักเรียน
Artist	ศิลปิน	Math	คณิตศาสตร์
Bank teller	พนักงานธนาคาร	Mathematician	นักคณิตศาสตร์
Business owner	เจ้าของธุรกิจ	Nurse	พยาบาล
Construction worker	คนงานก่อสร้าง	Police	ตำรวจ
Cook	พ่อครัว/แม่ครัว	Politician	นักการเมือง
Doctor	หมอ	Science	วิทยาศาสตร์
Engineer	วิศวกร	Scientist	นักวิทยาศาสตร์
Graphic designer	นักออกแบบกราฟิก	Security guard	ยาม
Hair stylist	ช่างทำผม	Shop owner	เจ้าของร้าน
Illustrator	นักวาดภาพประกอบ	Teacher	ครู
Judge	ตุลาการ	Technician	ช่าง
Law	กฎหมาย	Therapist	นักบำบัดโรค

Common Mistakes

Below is a list of mistakes that are easy to make when learning to speak Thai.

Thai	Explanation
รู้ vs. รู้จัก	These words are easily confused as they both can translate to "to know." However, the word "รู้" is to know information, whereas the word "รู้จัก" is to know, or be familiar with, a person.
อิ่ม vs. เต็ม	These words are easily confused as they both translate to "full." However, the word "อิ่ม" is used to describe the state of being for a person to be full of food, while the word "เต็ม" is used to describe objects being literally or figuratively full of something (example: "เต็มด้วยพระวิญญาณ" or "เต็มด้วยน้ำ").
เกี่ยวกับ vs. ประมาณ	These words can both translate to "about," however, each is for a different context. "เกี่ยวกับ" translates to "about when you are telling a story or conveying information." "ประมาณ" translates to "about" or when you are talking about an approximate number or time.
อย่าทำ vs. ไม่ทำ	If you are trying to tell someone to not do something ("don't do that") it is incorrect to use the word "ไม่" ("ไม่ทำ"). The correct way to say "don't" is with the verb "อย่า."
ฟัง vs. ได้ยิน	These two words are often confused because they have similar translations. "ฟัง" is to listen, and "ได้ยิน" is to hear.
ใช่	It is common for those learning Thai to mistake this word as the word "yes" used as a general response. However, "ใช่" translates to "correct" or "right." In Thai there is not is a direct translation for the word "yes." If you are asked a yes or no question that ends in this word ("ใช่ไหม?") then it is appropriate to respond with the same word. For example, if someone were to ask you ผู้สนใจคุณมาที่โบสถ์ไหม ("Did your investigators come to church?") you would respond with the verb that was used in the question being asked, which in this case is "มา." You could respond with "มา" ("they came") or "ไม่ได้มา" ("they did not come"). If the question being asked was "ผู้สนใจคุณมาที่โบสถ์ใช่ไหม" ("Your investigators came to church, right?"), then it is appropriate to respond with "ใช่" or "ไม่ใช่."

Similar Thai Words

There are many words in Thai that sound very similar or have the same spelling but have different meanings. Below is a list of words that have similar spelling and sounds with the English translation.

Thai	English	Thai	English	Thai	English
มา หมา ม้า	to come dog horse	เข้า เขา ขา ข้าว ข่าว	to enter he/she white rice news	ท้อง ทอง ท่อง	Belly gold recite/memorize
อยาก ยาก	to want hard	คอ ข้อ ขอ	Throat verse to request	ชี้ ฉี่	to point to urinate
ไม่ ไหม้ ใหม ไม้ หมายถึง	no/not burn new tree meaning	หลัง ล้าง	after/behind to wash	อาย ไอ	Shy a cough
ใส่ ซ้าย สาย	to wear/to put left late	สร้าง สั่ง	to create to order	ขี่ ขี้	to ride to excrete
รถ รส รด	Car flavor to water something	กด กฎ	to press rule	ช้า ชา	Slow tea
ใหญ่ ย้าย ยาย	Big to move grandma	ค่า ฆ่า ข้า	cost/worth to kill I (royal)	ฟัง ฝั่ง	to listen side
ช้า ชา	Slow tea	ห้า หา	Five to find		
ฟัง ฝั่ง	to listen side	ใช่ ใช้ ชาย	Correct to use male		
ไป ใบ ใบ้	to go leaf mute	น่า หน้า	Probably face/page/next		
สู้ สู่	to fight toward/ enter in	นั่ง หนัง	to sit movie		
เสือ เสื้อ เสื่อ	Tiger shirt rug/mat	ส่ง ทรง	to send (royal word)		
พา ผ้า	to take/bring fabric	ผ ม	I (masculine) hair		
คน	Person to stir				

Ordering Food

Ordering food that you are not familiar with, especially when the menu is in another language, can be difficult. In the areas you serve, there will usually be many small open air restaurants called "ร้านอาหานตามสั้ง" ("food follow order" or "cooked to order") where they will make almost any Thai dish you want. To order food in Thai the verb "เอา" is used. If you are ordering only one dish, you can say you will "เอา" followed by the name of the dish you want to order and then anything you would like added or subtracted from the dish (such as "no onions" or "with a fried egg"). If you are ordering multiple dishes you would say "เอา" followed by the name of the dish that you want to order, the quantity, and then the classifier appropriate for the dish you are ordering (most often times you will use "จาน").

Grammar: S + จะ + เอา + food/dish (one) + addition/subtraction

S + จะ + เอา + food/dish + # + classifier + addition/subtraction

Examples: ฉันจะเอาผัดไทยไม่ใส่กุ้ง ("I'll have pad thai without shrimp.")

จะเอาข้าวผัดสี่จานใส่ไข่เจี๊ยว ("I'll have four plates of fried rice with fried egg.")

Below is a list of common Thai dishes that you will be able to order in most restaurants.

ข้าวผัด	fried rice	ไก่ทอด	fried chicken	สุกี้	suki (clear noodles)
ข้าว	white rice	ส้มตำ	papaya salad	ต้มยำ	spicy lemon grass soup
ข้าวเหนียว	sticky rice	ไก่ผัดเม็ดมะม่วง	cashew chicken	ต้มข่าไก่	coconut chicken soup
ไข่เจียว	fried egg (Thai omelet)	ผัดเปรี้ยวหวาน	sweet and sour chicken	น้ำปั่น	smoothie
ไข่ดาว	sunny side up egg	ผัดกระเพรา	minced basil chicken	กล้วย	banana
ไข่ยัดไส้	stuffed omelet	ข้าวมันไก่	chicken with rice and broth	แคนตาลูป	cantaloupe
ไก่	chicken	ไก่ทอดกระเทียม	fried garlic chicken	มะพร้าว	coconut
เนื้อ	beef	ผัดผักรวมมิตร	vegetable stir fry	แก้วมังกร	dragon fruit
หมู	pork	แกงเขียวหวาน	green curry	ฝรั่ง	guava
ปลา	fish	พะแนง	red curry	ขนุน	jack fruit
ปู	crab	กะหรี่	yellow curry	มะม่วง	mango
น้ำตก	beef waterfall (steak with spices, cilantro, fish sauce)	แกงมัสมั่น	Massaman curry	มังคุด	mangosteen
ลาบ	spicy minced meat salad	ผัดไทย	pad thai	มะละกอ	papaya
คอหมูย่าง	grilled pork	บะหมี่	Thai ramen soup	สับปะรด	pineapple
ก๋วยเตี๋ยว	rice noodle soup				

Thai Dialects

There are three main dialects originating from the Thai language that can be heard in the northern, eastern (Issan), and southern parts of Thailand. Some provinces also have different accents of their specific dialects. Most people who speak a different dialect of Thai will understand and speak plain Thai, but often times it can be difficult to understand all that they are saying if you are not accustomed to some of the words in that dialect.

English	Thai	Issan	Northern	Southern
correct	ใช่	แม่น	ใจ๊	หมัน
no	ไม่	บ่	บ่	ไม่
Yes/no?	ไหม?	บ่?	ก่อ?	หม้าย?
you	คุณ	เจ้า	คุณ	คุณ
What?	อะไร	อีหยัง	อิหยัง	อะไหร
How are you?	สบายดีไหม?	ซำบายดีบ่?	สะบายดีก่อ?	บายดีหม้าย?
delicious	อร่อย	แซ่บ	ลำ	หรอย
twenty	ยี่สิบ	ซาว	ซาว	ยีบสิบ
love	รัก	ฮัก	ฮัก	รัก
like	ชอบ	มัก	จ้อบ	ชอบ
know	รู้	ฮู้	ฮู้	รู้
speak	พูด	เว่า	อู้	แหลง

Thai Tongue Twisters

Thai	English
ยายกินลำไยน้ำลายยายไหลย้อย	Grandma ate a longan and drooled.
ใครขายไข่ไก่	Who sells chicken eggs?
ยักษ์รักลิง ลิงรักยักษ์ ลิงน่ารัก ยักษ์รักลิง	Ogre loves monkey. Monkey loves ogre. Cute monkey, ogre loves monkey.
ยายมอยขายหมี ยายมีขายหอย หมียายมอยแหย่หอย ยายมี หอยยายมีกัดหมียายมอย	Grandma Moy sells bears, Grandma Mee sells clams. Grandma Moy's bear poked Grandma Mee's clam. Grandma Mee's clam bit Grandma Moy's bear.
ระนอง ระยอง ยะลา	Ranong Rayong Yala (Thai provinces)
ชามเขียวคว่ำเช้า ชามขาวคว่ำค่ำ	Green bow turned upside in the morning. White bow turned upside at night.
กินมันติดเหงือก กินเผือกติดฟัน กินทั้งมันกินทั้งเผือก ติดทั้งเหงือกติดทั้งฟัน	Ate yams, it stuck on gums. Ate taro, it stuck on teeth. Ate both yams and taro, stuck to both gums and teeth.
งูกินหนูจนงูงงงวย	Snake ate mice 'till the snake was confused.
ไหมใหม่ไม่ไหม้ ใช่ไหม	New silk won't burn, right?

High	Middle	Low		๑ ๒ ๓ ๔ ๕ ๖ ๗ ๘ ๙ ๐						
ก	ข	ค	ฆ	ง	จ	ฉ	ช	ซ	ฌ	ญ
ฎ	ฏ	ฐ	ฑ	ฒ	ณ	ด	ต	ถ	ท	ธ
น	บ	ป	ผ	ฝ	พ	ฟ	ภ	ม	ย	ร
ฤ	ล	ฦ	ว	ศ	ษ	ส	ห	ฬ	อ	ฮ

-ว-	-อ	-ะ	-ั-	-ัว	-า	-ำ	-ิ	-ี	-ึ	-ื		
-ือ	-ุ	-ู	เ-	เ-็	เ-ย	เ-อ	เ-อะ	เ-ะ	เ-า	เ-าะ		
เ-ิ	เ-ีย	เ-ียะ	เ-ือ	แ-	แ-็	แ-ะ	โ-	โ-ะ	ใ-	ไ-		
TONE RULES												
CONSO-NANT CLASS	NO TONE MARK	่ ไม้เอก	้ ไม้โท	๊ ไม้ตรี	+ ไม้จัตวา	SHORT VOWEL กดบ	LONG VOWEL กดบ	ๆ ไม้ยมก	็ ไม้ไต่คู้	์ ไม้หันอากาศ	-รร	-รร-
LOW	—	^	/	N/A	N/A	/	^					
MIDDLE	—	/	^	/	v	/	/					
HIGH	v	/	^	N/A	N/A	/	/					

High	Middle	Low		๑ ๒ ๓ ๔ ๕ ๖ ๗ ๘ ๙ ๐						
ก	ข	ค	ฆ	ง	จ	ฉ	ช	ซ	ฌ	ญ
ฎ	ฏ	ฐ	ฑ	ฒ	ณ	ด	ต	ถ	ท	ธ
น	บ	ป	ผ	ฝ	พ	ฟ	ภ	ม	ย	ร
ฤ	ล	ฦ	ว	ศ	ษ	ส	ห	ฬ	อ	ฮ

-ว-	-อ	-ะ	-ั-	-ัว	-า	-ำ	-ิ	-ี	-ึ	-ื		
-ือ	-ุ	-ู	เ-	เ-็	เ-ย	เ-อ	เ-อะ	เ-ะ	เ-า	เ-าะ		
เ-ิ	เ-ีย	เ-ียะ	เ-ือ	แ-	แ-็	แ-ะ	โ-	โ-ะ	ใ-	ไ-		
TONE RULES												
CONSO-NANT CLASS	NO TONE MARK	่ ไม้เอก	้ ไม้โท	๊ ไม้ตรี	+ ไม้จัตวา	SHORT VOWEL กดบ	LONG VOWEL กดบ	ๆ ไม้ยมก	็ ไม้ไต่คู้	์ ไม้หันอากาศ	-รร	-รร-
LOW	—	^	/	N/A	N/A	/	^					
MIDDLE	—	/	^	/	v	/	/					
HIGH	v	/	^	N/A	N/A	/	/					

Missionary Tasks

Introductions

Greeting		Polite Word
สวัสดี *Hello!*		
คุณ *You*	**สบายดีไหม?** *are doing good?*	
ผม/ ซิสเตอร์ *I (m/f)*	**สบายดี** *good* **ไม่สบาย** *not good*	**ครับ/ค่ะ** *(m/f)*
แล้วคุณล่ะ? *And how are you?*		
ยินดีที่ได้รู้จัก *I'm pleased that I met you*		
โชคดี *good luck (goodbye)*		

Name			Polite Word
คุณ *You*		**อะไร** *what?*	
ผม/ ซิสเตอร์ *I (m/f)*	**ชื่อ** *named*	**เอ็ลเดอร์ (name)** *Elder (name)* **ซิสเตอร์ (name)** *Sister (name)*	**ครับ/ค่ะ** *(m/f)*

Subject	Verb	Location	Polite Word
คุณ *You*		**ที่ไหน?** *where?*	
	มาจาก *to come from*	**รัฐยูทาห์** *Utah*	**ครับ/ค่ะ** *(m/f)*
ผม/ ซิสเตอร์ *I (m/f)*	**จะไป** *will go*	**ประเทศไทย** *Thailand*	

Subject	"To Be"	Object	Polite Word
		ใคร? *who?*	
คุณ *You*			
ผม/ ซิสเตอร์ *I (m/f)*		**ผู้สอนศาสนา** *missionary*	
เขา *He/she*	**เป็น** *is/am*		**ครับ/ค่ะ** *(m/f)*
เรา *We*		**คู่ของผม/ ซิสเตอร์** *companion of me (m/f)*	
		ตัวแทนของพระเยซูคริสต์ *representative(s) of Jesus Christ*	

Give an Overview

Subject	"To Be"	Object
เรา *We* **ผม/ ซิสเตอร์** *I (m/f)*	**เป็น** *are/am*	**ผู้สอนศาสนา** *missionary(-ies)* **ตัวแทน** *representative(s)*

Possessive Phrase		
Noun	**of**	**Noun**
ครอบครัว *family* **คู่** *companion*	**ของ** *of*	**เรา** *we/us* **คุณ** *you*

Subject	"To Be"	Object		
			ใคร *who*	
พระผู้เป็นเจ้า *God* **พระเยซูคริสต์** *Jesus Christ* **เรา** *We* **พี _____** *(your investigator)*	**เป็น** *is/am/are* *(titles/roles)*	**พระบิดาบนสวรรค์** *Heavenly Father*	**ของ** *of*	**คุณ** *you* **เรา** *us* **ผม/ ซิสเตอร์** *I (m/f)*
		พระบุตร *Son (royal)* **ตัวแทน** *representative(s)* **ลูก** *child/children*	**ของ** *of*	**พระผู้เป็นเจ้า** *God* **พระองค์** *Him/His (royal)*

Subject	Verb	Object
พระคัมภีร์มอรมอน *Book of Mormon* **พระเยซูคริสต์** *Jesus Christ* **พระผู้เป็นเจ้า** *God* **ศาสดาพยากรณ์** *Prophet* **พระวิญญาณบริสุทธิ์** *Holy Ghost*	**สอน** *teaches* **นำ** *leads* **รัก** *loves*	**อะไร** *what?* **พระกิตติคุณ** *the gospel* **เรา** *we* **คุณ** *you* **ความจริง** *the truth*

Subject	Verb	Object	Q.W.
คุณ *you* **ครอบครัวของคุณ** *your family* **เรา** *We*	**มี** *to have* **อยากได้** *to want to receive* **ต้องการ** *to need*	**ความสุข** *happiness* **การให้อภัย** *forgiveness* **สันติสุข** *peace* **ความปีติ** *joy*	**ไหม ครับ/คะ?** *yes/no?*

Offer a Prayer

Open

พระบิดาบนสวรรค์
Heavenly Father

We Thank Thee

(พวก)ข้าพระองค์
(We)/I

ขอ
request

ขอบพระทัย
to thank

พระองค์
Thee

สำหรับ
for

ครอบครัวของ(พวก)ข้าพระองค์
my/(our) family

คู่ของข้าพระองค์
my companion

พี่ _____
(investigator's name)

โอกาสที่ได้เป็นผู้สอนศาสนา
the opportunity to be a missionary

ปลอบโยนจากพระองค์
comfort from Thee

การนำทางของพระวิญญาณบริสุทธิ์
the guidance of the Holy Spirit

We Thank Thee

(พวก)ข้าพระองค์
(We)/I

ขอ
request

ให้
to cause

พระองค์
Thee

โปรด
please

ทรงช่วย
to help (royal)

(พวก)ข้าพระองค์
(us)/me

พี่ _____
investigator's name

เรียนรู้ภาษาไทย
learn Thai

รับของประทานแห่งการพูดภาษา
receive the Gift of Tongues

รู้สึกถึงพระวิญญาณบริสุทธิ์
feel the Holy Ghost

สอนด้วยอำนาจของพระองค์
teach with Thy power

ปรารถนาที่จะเปลี่ยนใจ
desire to change heart (desier a change of heart)

เตรียมรับบัพติศมา
prepare to receive baptism

Close

ในพระนามของพระเยซูคริสต์, เอเมน
in the name of Jesus Christ, amen

Testify

Testifying Phrase			
Subject	**To know**	**(Question)**	**"the following"**
ผม/ ซิสเตอร์ *I (m/f)* **เรา** *We* **คุณ** *You*	**เชื่อ** *to believe* **รู้** *know* **เป็นพยาน** *to testify*	**(ไหม)** *(yes/no?)*	**ว่า** *the following*

Noun	Adjective (Stative Verb)
พระเยซูคริสต์ *Jesus Christ* **พระผู้เป็นเจ้า** *God*	**ดีพร้อม** *(is) perfect* **เข้มแข็ง** *(is) strong* **บริสุทธิ์** *(is) perfect*

Noun	To Want/Need	Noun
พระเยซูคริสต์ *Jesus Christ* **พระผู้เป็นเจ้า** *God*	**ต้องการ** *to need* **อยากได้** *to want to receive*	**ความเคารพ** *reverence* **ความรัก** *love*

To Want/Need	Verb Phrase
ต้อง *must/needs to* **อยาก** *wants*	**ชดใช้บาปของเรา** *atone for our sins* **ให้เรามีความสุข** *to cause us to have happiness* **ให้อภัยเรา** *to forgive us*

Adverb Phrase					
Through	**Noun**	**Subject**	**Verb**	**Object**	**Can**
โดยผ่าน *through*	**พระเยซูคริสต์** *Jesus Christ* **พระวิญญาณบริสุทธิ์** *the Holy Ghost*	**เรา** *We*	**รู้จัก** *to know* **รู้สึกถึง** *to feel* **ได้รับ** *to receive* **เอาชนะ** *to overcome*	**ความสุขที่แท้จริง** *happiness that (is) true* **สันติสุขและความปีติ** *peace and joy* **การนำทาง** *guidance* **การทดลอง** *trial(s)*	**ได้** *can*

Share a Scripture

Polite Request to Read											
"Please	Verb	Book	Section	That's	#	Section	That's	#	To	#	Q.W.
ช่วย *to help* **ขอให้** *to request to cause*	**เปิด** *to open* **อ่าน** *to read*	**หนังสือสอง นีไฟ** *the book Second Nephi*	**บท** *chapter*	**ที** *that's*	**สามสิบ เอ็ด** *thirty one*	**ข้อ** *verse*	**ที** *that's*	**สิบเอ็ด** *eleven*	**ถึง** *to*	**สิบสอง** *twelve*	**ได้ไหม ครับ/คะ?** *can yes/no?*

			Descriptive Phrase	
Subject	Verb	(Q.W)	About	Object
นีไฟ *Nephi* **คุณ** *You* **ผม/ ซิสเตอร์** *I (m/f)*	**เรียนรู้** *learn* **เข้าใจ** *understand* **สอน** *teach* **สังเกต** *notice*	**(อะไร)** *(what?)*	**เกียวกับ** *about* **เรือง** *about*	**พระวิญญาณบริสุทธิ์** *the Holy Ghost* **ความจำเป็นของการบัพติศมา** *necessity of baptism* **ทำตามพระเยซูคริสต์** *following Jesus Christ* **ความสำคัญของการกลับใจ** *importance of repentance*

Subject	H.V.	Verb	Object	(Prep.)	(Place)	Question Word
คุณ *You* **ครอบครัวของคุณ** *Your family* **เรา** *We*	**จะ** *will*	**ประยุกต์ใช้** *to apply* **นำไปใช้** *to take and use* **ปฏิบัติตาม** *to act according to*	**คำสอนนี** *these teachings* **ข้อนี** *this verse* **พระเยซูคริสต์** *Jesus Christ*	**ใน** *in* **กับ** *with*	**ชีวิตของคุณ** *your life* **ชีวิตประจำวัน** *daily life* **ครอบครัวของ คุณ** *Your family*	**อย่างไร** *how?* **ทำไม** *why?*

Share an Experience

Past Phrase					
When	Amount of Time	Ago	Subject	Verb	Object
เมื่อ *When*	สองร้อยปี *200 years* หลายปี *many years*	มาแล้ว *ago*	โจเซฟ สมิธ *Joseph Smith* พระกิตติคุณ *the gospel*	ฟื้นฟู *restore(-d)* ได้รับ *receive(-d)*	พระกิตติคุณของพระเยซูคริสต์ *the gospel of Jesus Christ* การฟื้นฟู *restoration*

Before Phrase		Future Action			Preceding Action		
Before	(that)	Subject	H.V.	Verb Phrase	Subject	Verb	Object
ก่อน *Before*	(ที่) *(that)*	โจเซฟ *Joseph* เขา *he*	จะ *will (would)*	เข้าร่วมนิกายอื่น *pray(-ed)* สวดอ้อนวอน *pray(-ed)*	เขา *he* โจเซฟ *Joseph*	แสวงหา *seek (sought)* ศึกษา *study(-ed)*	ศาสนจักรที่แท้จริง *the church that (is) true* พระคัมภีร์ไบเบิล *the Bible*

Sequencing Phrase	Subject	Verb	Object	Prepositional Phrase
ตอนแรก *Firstly/at first*	เขา *he*	ศึกษา *study(-ed)*		ในพระคัมภีร์ไบเบิล *in the Bible*
ต่อมา *Later/next*	เขา *he*	สวดอ้อนวอน *pray(-ed)*		ถึงพระผู้เป็นเจ้า *to God*
หลังจากนั้น *After that*	พระผู้เป็นเจ้าและพระเยซูคริสต์ *God and Jesus Christ*	ปรากฏ *rappear(-ed)*		ต่อโจเซฟ สมิธ *to (in front of) Joseph Smith*
ในที่สุด *In the end*	โจเซฟ สมิธ *Joseph Smith*	ได้รับ *receive(-d)*	คำตอบ *an answer*	จากพระผู้เป็นเจ้า *from God*

Extend an Invitation

Subject	Helping Verb	Verb Phrase	(Question)	Polite Word
คุณ *You* **พี _____** *(your investigator)*	**ได้** *did* **จะ** *will*	**ไปโบสถ์** *go to church* **สวดอ้อนวอน** *pray* **อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon* **อ่านเอกสาร** *read the pamphlet* **รับบัพติศมา** *be baptized* **กลับใจ** *to repent* **พบกับเราอีก** *meet with us again*	**(ไหม)** *(yes/no?)*	**ครับ/ค่ะ** *(m/f)*

"If"	Subject 1	Verb Phrase	Subject 2	"then"	H.V.	Verb	Noun	Polite Word
เมื่อ *When* **ถ้า** *If*	**คุณ** *You* **พี _____** *(your investigator)* **ผม/ ซิสเตอร์** *I (m/f)*	**รับบัพติศมา** *are baptized* **สวดอ้อนวอน** *pray* **อ่านพระคัมภีร์มอรมอน** *read the Book of Mormon* **รักษาพระบัญญัติ** *keep the commandments* **ไปโบสถ์** *go to church* **พบกับเราอีก** *meet with us again*	**คุณ** *You* **พี _____** *(your investigator)* **ผม/ ซิสเตอร์** *I (m/f)*	**ก็** *"then"*	**จะ** *will*	**รับ** *receive* **มี** *have* **รู้สึก** *feel* **รู้** *know* **เข้าใจ** *understand*	**การปลดบาป** *remission of sins* **ความรัก** *love* **ความสุข** *happiness* **คำตอบ** *an answer* **พร** *blessings* **การนำทาง** *guidance*	**ครับ/ค่ะ** *(m/f)*

Subject	Verb	Question Word
คุณ *You* **พี _____** *(your investigator)*	**รู้สึก** *to feel* **เรียนรู้** *learn* **มีประสบการณ์** *experience*	**อะไรบ้าง** *what?* **อย่างไรบ้าง** *how?*

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, "Why do bad things happen to good people?"
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Thai, as well as grammar terms unique to the language, can be found in different sections throughout the book.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

article

An article is a word used next to a noun to indicate what kind of reference the noun is making (definite or indefinite). The English articles are "the," "a," and "an."

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

conjugation

Conjugation means changing a verb's form to show, the tense (present, past, etc.), the person of the subject (e.g., I, you, she, etc.), and the number (e.g., singular or plural).

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

case

A grammatical change in nouns, pronouns, and adjectives that reflect the function of the word in the sentence. English marks case primarily in pronouns. It has three cases: nominative (to mark the subject, for example, I, you, he, etc.), objective (to mark objects, for example, me, you him, her, etc.), and genitive or possessive (to mark possession, for example, my, your, his, her, etc.). Many languages mark all the words in the noun phrase with affixes to indicate case. Some languages have as many as fifteen or more different cases.

gerund

In English a gerund is a verb that is modified by adding –ing to form a noun. For example, "Hiking is my favorite sport."

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., conjunctions).

phrase

A phrase is a combination of words that lacks either a subject or a verb.

possessive adjective

A possessive adjective is a word used with nouns to show possession, such as "my," "your," and "his."

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, "through the Spirit" is a prepositional phrase in which "through" is the preposition and "the Spirit" is the noun.

pronoun

Pronouns are words that replace nouns. For example, "they" instead of "the people," or "he" instead of "the man."

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

verb

Verbs express actions or states of being. For example, a person "prays," "loves," and "blesses." These are things the subject (doer of the verb) does. A person "is," "seems," and "belongs." These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

1. Alphabet

D. 1) วันเวลา 2) พ(ว)กเรา 3) ส(ว)ดอ้(อ)นว(อ)น 4) เยี่(ย)ม 5) ค้(ว)ย 6) อีก 7) เหลื(อ)ง 8) เรื่(อ)ง 9) ส(รร)เสริญ 10) สว(รร)ค์ 11) ช(อ)บธ(รร)ม 12) บ(รร)ดา 13) บ(รร)พบุรุษ 14) อยู่ 15) ร(อ)ค(อ)ย

E. 1) ด 2) น 3) น 4) ด 5) ก 6) ด 7) ด 8) ก 9) น 10) น

Answers

G. 1) ศาสนจักรของพระเยซูคริสต์ 2) ไข่มุกอันล้ำค่า 3) พระกิตติคุณเป็นพรแก่ครอบครัว 4) พระบิดาบนสวรรค์ 5) เราสะอาดจากบาปได้โดยผ่านพระคริสต์ 6) พระคัมภีร์ศักดิ์สิทธิ์ 7) เลือกสิ่งดี 8) สรรเสริญบุรุษ 9) สุรเสียงของพระเจ้า 10) เครื่องชี้ทาง

H. 1) อาดัมตกเพื่อมนุษย์จะเป็นอยู่; และมนุษย์เป็นอยู่, เพื่อพวกเขาจะมีปีติ. 2) และโดยอำนาจของพระวิญญาณบริสุทธิ์ ท่านจะรู้ความจริงของทุกเรื่อง. 3) ข้าพเจ้าเห็น ลำแสงอยู่เหนือศีรษะข้าพเจ้าพอดี, เหนือความเจิดจ้าของดวงอาทิตย์, ซึ่งค่อยๆเลื่อนลงมา จนตกต้องข้าพเจ้า. เมื่อแสงนั้นส่องมายังข้าพเจ้า ข้าพเจ้าเห็นพระอติรูปสองพระองค์, ซึ่งความเจิดจ้า และรัศมีภาพของทั้งสองพระองค์เกินกว่าจะพรรณนาได้, พระองค์ทรง ยืนอยู่เหนือข้าพเจ้าในอากาศ. องค์หนึ่งรับสั่งกับข้าพเจ้า, โดยทรงเรียกชื่อข้าพเจ้าและตรัส, พลางชี้พระหัตถ์ ไปที่อีกองค์หนึ่ง —นี่คือบุตรที่รักของเรา. จงฟังท่าน!

2. Tones

C. 1) (^)ข้าพเจ้า, (-)นีไฟ, (-)โดย(^)ที่(\)เกิด(\)จาก(\)บิ(-)ดา(-)มารดา(^)ผู้(\)ประ(\)เสริฐ, (\)ฉะ(/)นั้น(^)ข้าพเจ้า(^)ได้(/)รับ(-)การ(v)สอน(-)มา(^)บ้าง(-)ใน(\)สิ่ง(-)เรียน(/)รู้(/)ทั้ง(\)หมด(v) ของ(\)บิ(-)ดา(^)ข้าพเจ้า; (/)และ(-)โดย(^)ที่(v)เห็น(-)ความ(/)ทุกข์ (v)หลาย (\)อย่าง (-)ใน(-)วัน(-)เว(-)ลา(v)ของ(^)ข้าพเจ้า, (\)กระ(/)นั้น(^)ก็(-)ตาม, (-)โดย(-)เป็น(^)ที่(\)โปรด(-)ปราน (^)มาก(v)ของ (/)พระ(^)เจ้า(-)ในวันเวลา (/)ทั้ง(\)หมด (v)ของ(^)ข้าพเจ้า; (/)แท้(-)จริง(/)แล้ว, (-)โดย(^)ที่(-)มี(-)ความ(/)รู้(-)อัน(^)แน่(/)ชัด(v)ถึง (/)พระ(-)คุณ(-)ความ(-)ดี (/)และ (-)ความ(/)ลี้(/)ลับ(v) ของ (/)พระ(^)ผู้(-)เป็น(^)เจ้า, (\)ฉะ(/)นั้น (^)ข้าพเจ้า (-)จึง(-)ทำ บัน(/)ทึก(\)เกี่ยว(\)กับ(-)การ(\)ปฏิบัติ(v)ของ (^)ข้าพเจ้า (-)ใน(-)วัน(-)เว(-)ลา(v)ของ (^)ข้าพเจ้า.

2) (/)และ(^)ยิ่ง(\)กว่า(/)นั้น, (^)ข้าพเจ้า(\+v)ปรารถนา(^)ให้(^)ท่าน(/)พิ(-)จารณา(v)ถึง (^)สภาพ(-)อัน(-)เป็น(-)พร(/)และ(-)เป็น(\)สุข (v)ของ(-)คน (^)ที่(/)รัก(v)ยา(/)พระ(-)บัญ(\)ญัติ(v)ของ(/)พระ(^)ผู้(-)เป็น(^)เจ้า. (/)เพราะ(-)ดู(\)เถิด, (^)พวก(v)เขา(^)ได้(/)รับ(-)พร (-)ใน(/)ทุก(\)สิ่ง, (/)ทั้ง(\)ฝ่าย(^)โลก(/)และ(\)ฝ่าย (-)วิญ(-)ญาณ; (/)และ(\)หาก(^)พวก(v)เขา(-)ยืน(\)หยัด(\)อย่าง (^)ซื่อ(\)สัตย์(-)จน(\)กว่า(-)ชี(/)วิต(\)จะ(v)หา(^) ไม่(/)แล้ว (^)พวก(v)เขา(\)จะ(^)ได้(/)รับ (^)เข้า(\)สู่(v)สวรรค์, (^)เพื่อ(-)โดย(-)การ(/)นั้น(^)พวก(v)เขา(\)จะ(-)พำ(/)นัก (\)อยู่(\)กับ(/)พระ(^)ผู้(-)เป็น(^)เจ้า(-)ใน(^)สภาพ(\)แห่ง(-)ความ(\)สุข(-)อัน(^)ไม่(/)รู้(\)จบ. (^)โอ้(-)จง(-)จำ, (-)จง(-)จำ(/)ไว้ (^)ว่า(^)เรื่อง (\)เหล่า(/)นี้(-)จริง; (/)เพราะ(/)พระ(^)เจ้า(/)พระ(^)ผู้(-)เป็น(^)เจ้า(/)รับ(\)สั่ง(/)ไว้

3) (\)ฉะ(/)นั้น, (v)ขอ(^)ให้(-)เรา(\)ปลาบ(^)ปลื้ม(\)เถิด, (/)แท้ (-)จริง(/)แล้ว, (-)เรา(\)จะ(\)ปลาบ(^)ปลื้ม(-)ใน(/)พระ(^)เจ้า; (/)แท้ (-)จริง(/)แล้ว, (-)เรา(\)จะ(^)ชื่น(-)ชม(-)ยิน(-)ดี, (/)เพราะ(-)ปี(\)ติ(v)ของ(-)เรา(-)เต็ม(\)เปี่ยม; (/)แท้(-)จริง(/)แล้ว, (-)เรา(\)จะ(v)สรร(v)เสริญ (/)พระ(^)ผู้(-)เป็น(^)เจ้า(v)ของ(-)เรา(\)ตลอด(-)กาล.(-)ดู(\)เถิด, (-)ใคร(^)เล่า(\)จะ(\)ปลาบ(^)ปลื้ม(-)ใน(/)พระ(^)เจ้า(^)ได้(^)มาก(-)เกิน (-)ไป? (/)แท้(-)จริง(/)แล้ว,(-)ใคร(^)เล่า(\)จะ(^)พูด(^)ได้(^)มาก(-)เกิน(-)ไป(v)ถึง(-)เด(-)ชา(-)นุ(^)ภาพ(-)อัน(^)ยิ่ง(\)ใหญ่(v)ของ(/)พระ (-)องค์,(/)และ(v)ถึง(/)พระ(^)เมต(-)ตา(v)ของ(/)พระ(-)องค์, (/)และ(v)ถึง(-)ความ(\)อด(^)กลั้น(v)ของ(/)พระ(-)องค์(^)ที่(-)มี(\)ต่อ(^)ลูก (v)หลาน(/)มนุษย์? (-)ดู(\)เถิด, (^)ข้าพเจ้า(\)กล่าว(\)แก่(^)ท่าน,(^)ข้าพเจ้า(^)ไม่(v)สา(^)มารถ(\)กล่าว (/)แม้(\)ส่วน(/)น้อย(^) ที่(\)สุด(^)ซึ่ง (^)ข้าพเจ้า(/)รู้(\)สึก.

D.

High	Middle	Low		๑ ๒ ๓ ๔ ๕ ๖ ๗ ๘ ๙ ๐						
ก	ข	ค	ฆ	ง	จ	ฉ	ช	ซ	ฌ	ญ
ฎ	ฏ	ฐ	ฑ	ฒ	ณ	ด	ต	ถ	ท	ธ
น	บ	ป	ผ	ฝ	พ	ฟ	ภ	ม	ย	ร
ฤ	ล	ฦ	ว	ศ	ษ	ส	ห	ฬ	อ	ฮ

-ว-	-อ	-ะ	-ั-	-ัว	-า	-ำ	ิ	ี	ึ	ื
-ือ	ุ	ู	เ-	เ-็	เ-ย	เ-อ	เ-อะ	เ-ะ	เ-า	เ-าะ
เ-ิ	เ-ีย	เ-ียะ	เ-ือ	แ-	แ-็	แ-ะ	โ-	โ-ะ	ใ-	ไ-

TONE RULES		◌่ ไม้เอก	◌้ ไม้โท	◌๊ ไม้ตรี	◌๋ ไม้จัตวา	SHORT VOWEL กดบ	LONG VOWEL กดบ	◌๎ ไม้ยมก	◌ๆ ไปยาลน้อย	-รร	-รร-
CONSO-NANT CLASS	NO TONE MARK										
LOW	—	^	/	N/A	N/A	/	^	◌็ ไม้ไต่คู้	◌ั ไม้หันอากาศ	◌์ การันต์	-ร
MIDDLE	—	/	^	/	v	/	/				
HIGH	v	/	^	N/A	N/A	/	/				

*The colors do not have to match the ones in this key, but they must be consistent as shown in this example.

E. 1) No tone marker 2) ใหญ่ 3) เท้า 4) ที่ 5) No tone marker 6) ไว้ 7) ค่ำ 8) อย่าง 9) สิ้น 10) No tone marker 11) No tone marker 12) หน่อย 13) ด้าว 14) No tone marker 15) ก๊อก 16) ก๋า 17) ต่อ 18) จ้า 19) No tone marker 20) No tone marker 21) ส่วน 22) ข้อ 23) No tone marker 24) เฉ่ย 25)ผ้า 26) No tone marker 27) No tone marker 28) ถ้วย 29) No tone marker 30) No tone marker

F. 1) พ่า, ก่า 2) เซื่อ, เศื้อ 3) ไค่, ไซ้ 4) เท่า, เช่า 5) ฟ่า, ป้า 6) ฮ่า, อ้า

3. Reading Script

A. (v)สวน, (v)ขอ, (/)พระ, (-)ฟัน, (-)บัว, (-)มา, (-) นำ, (-) กิ, (-) ที, (-) ซึง, (-) ชืน, (-) คือ, (-) จุ, (v) สู, (-) เท, (-) เป็น, (-) เคย, (-) เจอ, (/) เรอะ, (-) เบะ, (-) เรา, (/) เพราะ, (-) เดิน, (v) เสีย, (-) เนียะ, (-) เบือ, (-) แฟ, (/) และ, (-) โจ, (-) โตะ, (-) ใบ, (-) ไท, (v) สรร, (-) กรรน, (-) พร

C. 1) (/)เชื้อ(-)เชิญ(^)ผู้(-)คน(^)ให้(-)มา(v)หา(/)พระ(/)คริสต์(-)โดย (^)ช่วย(v)เขา(^)ให้(/)รับ(/)พระ(\)กิตติ(-)คุณ(^)ที่(^)ได้(/)รับ (-)การ(/)ฟื้น(-)ฟู(-)โดย(\)ศรัท(-)ธา(-)ใน(/)พระ(-)เยซู(/)คริสต์(/)และ (-)การ(/)ชดใช้(v)ของ(/)พระ(-)องค์ (-)การ(\)กลับ(-)ใจ (-)บัพติศมา (/)รับ(v)ของ(-)ประทาน(\)แห่ง(/)พระ(-)วิญญาณ(-)บริ(\)สุทธิ์(/)และ (\)อด(-)ทน(-)จน(\)กว่า(-)ชี(/)วิต(\)จะ(v)หา(^)ไม่

2) (/)และ(\)เหตุ(-)การณ์(^)ได้(-)บัง(\)เกิด (^)ขึ้น (-)คือ (^)ข้าพเจ้า, (-)นีไฟ, (\)กล่าว(\)แก่ (-)บิดา(^)ข้าพเจ้า: (^)ข้าพเจ้า(\)จะ(-)ไป (/)และ (-)ทำ(\)สิ่ง(^)ที่(/)พระ(^)เจ้า(-)ทรง (-)บัญชา, (/)เพราะ(^)ข้าพเจ้า(/)รู้(^)ว่า(/)พระ(^)เจ้า(^)ไม่(-)ทรง (^)ให้(-)บัญ(\)ญัติ (\)แก่(^)ลูก (v)หลาน(/)มนุษย์, (^)นอก(\)จาก(/)พระ(-)องค์ (\)จะ(-)ทรง(-)เตรียม(-)ทาง (/)ไว้ (^)ให้(^)พวก(v)เขา (^)เพื่อ(^)พวก(v)เขา(\)จะ(-)ทำ(v)สำ (\)เร็จ(-)ใน(\)สิ่ง(^)ซึ่ง (/)พระ(-)องค์ (-)ทรง(-)บัญชา(^)พวก(v)เขา.

3) (/)และ(^)ยิ่ง(\)กว่า(/)นั้น, (^)ข้าพเจ้า(\)ปราร(v)ถนา (^)ให้(^)ท่าน(/)พิ(-)จารณา(v)ถึง(^)สภาพ(-)อัน(-)เป็น(-)พร(/)และ(-)เป็น(\)สุข(v) ของ(-)คน(^)ที่ (/)รัก(v)ยา(/)พระ(-)บัญ(\)ญัติ(v)ของ (/)พระ(^)ผู้(-)เป็น(^)เจ้า. (/)เพราะ(-)ดู(\)เถิด, (^)พวก(v)เขา(^)ได้(/)รับ(-)พร(-)ใน(/)ทุก(\)สิ่ง, (/)ทั้ง(\)ฝ่าย(^)โลก(/)และ(\)ฝ่าย(-)วิญญาณ; (/)และ(\)หาก(^)พวก(v)เขา(-)ยืน(\)หยัด(\)อย่าง (^)ซื่อ(\)สัตย์(-)จน(\)กว่า(-)ชี(/)วิต(\)จะ(v)หา(^)ไม่ (/)แล้ว(^)พวก(v)เขา(\)จะ(^)ได้(/)รับ(^)เข้า(\)สู่(v)สวรรค์, (^)เพื่อ(-)โดย(-)การ(/)นั้น(^)พวก(v)เขา(\)จะ(-)พำ(/)นัก(\)อยู่(\)กับ(/)พระ(^)ผู้(-)เป็น(^)เจ้า(-)ใน(^)สภาพ (\)แห่ง(-)ความ(\)สุข(-)อัน(^)ไม่(/)รู้(\)จบ. (^)โอ้(-)จง(-)จำ, (-)จง(-)จำ(/)ไว้ (^)ว่า(^)เรื่อง(\)เหล่า(/)นี้(-)จริง; (/)เพราะ(/)พระ(^)เจ้า(/)พระ(^)ผู้(-)เป็น(^)เจ้า(/)รับ(\)สั่ง(/)ไว้.

D. Jaredite names: (-)โค(/)ริ(-)แอน(^)เทอร์, (-)โม(-)รอน, (-)อี(-)เธ็ม, (-)เอ(-)ฮาห์, (/) เสธ , (/)ชิบ(-)ลัน, (-)คอม , (-)โค (/) ริ(-)แอน(-)ทัม , (-)แอม(-) นิ(/)แกด(^)ดาห์, (-)แอ(-)รัน, (/)เฮ็ธ, (-)ฮี(-)อา(-)ธัม , (/)ลิบ , (/)คิช, (-)โค(-)รัม, (-)ลี(-)ไว, (-)คิม , (-)โม(/) ริ(-)แอน(^)ทอน, (/)ริพ(-)เล(/)คิช, (/)เชซ, (-)อี(^)เมอร์, (-)โอ(^)เมอร์, (-)ชูล, (/)คิบ, (-)โอ(-)ไร(^)ฮาห์, (-)เจ(\)เร็ด.

K. (/)พระ(^)ผู้(-)เป็น(^)เจ้า(-)ทรง(-)เป็น(/)พระ(-)บิดา(-)บน(v)สวรรค์(v)ของ(-)เรา (-)เรา(-)เป็น(^)ลูก(v)ของ(/)พระ(-)องค์ (/)พระ(-)องค์(-)ทรง(-)มี(/)พระ(-)วรกาย(-)เป็น(/)เนื้อ(v)หนัง(/)และ(-)กระ(\)ดูก (-)ทรง(-)มี(/)รัศ(v)มี(^)ภาพ(/)และ(-)ทรง(-)ดี(/)พร้อม (/)พระ(-)องค์(-)ทรง(/)รัก(-)เรา (/)พระ(-)องค์(-)ทรง(/)ร้อง(^)ไห้(\)กับ(-)เรา(^)เมื่อ(-)เรา(-)เป็น(/)ทุกข์(/)และ(-)ทรง(-)ยินดี(^)เมื่อ(-)เรา(-)ทำ(\)สิ่ง(\)ถูก(^)ต้อง(/)พระ(-)องค์(-)ทรง(^)ต้อง(-)การ(\)สื่อ(v)สาร(\)กับ(-)เรา (/)และ(-)เรา(\)สื่อ(v)สาร(\)กับ(/)พระ(-) องค์(^)ได้(-)โดย(-)การ(\)สวด(^)อ้อน(-) วอน(^)ที่(-) จริง(-)ใจ

4. Pronouns

E. 1) Moroni 7:34

Pronoun	Explanation
พระองค์	Mormon is referring to the Lord, “He”
เจ้าทั้งหลาย	The Lord is referring to the people, “all ye”
เรา	The Lord is referring to Himself, “Me”
นามของเรา	The Lord is referring to Himself, “My Name”
เจ้า	The Lord is referring to the people, “ye”

2) 2 Nephi 31:3

Pronoun	Explanation
จิตวิญญาณข้าพเจ้า	Nephi is referring to his soul, “my soul”
พระเจ้าพระผู้เป็นเจ้า	Nephi is referring the Lord, “The Lord God”
พวกเขา	Nephi is referring to the people, “their”
พระองค์	Nephi is referring to the Lord, “Lord God”
ลูกหลานมนุษย์	Nephi is referring to the seed of man, “children of men”
มนุษย์	Nephi is referring to mankind, “men”

3) Mosiah 2:17

Pronoun	Explanation
ข้าพเจ้า	King Benjamin is referring to himself, "I"
พระผู้เป็นเจ้า	King Benjamin is referring to the Lord, "God"
ท่าน	King Benjamin is referring to his people, "ye, your"
เพื่อนมนุษย์	King Benjamin is referring to his fellow men, "fellow beings"

F. 1) Everyday, Neutral 2) Formal, Neutral 3) Everyday, Neutral 4) Everyday, Masculine 5) Everyday, Neutral 6) Formal, Feminine 7) Everyday, Feminine 8) Everyday, Feminine 9) Everyday, Feminine 10) Formal, Neutral 11) Royal, Neutral 12) Everyday, Neutral 13) Royal, Neutral 14) Everyday, Neutral 15) Everyday, Feminine 16) Everyday, Neutral 17) Everyday, Masculine 18) Everyday, Neutral 19) Royal, Neutral

G. พระบิดา - พ่อ, พวกข้าพระองค์ - พวกเรา, ทูล - กล่าว, พระองค์ - คุณ, พระนาม - ชื่อ, พระบุตร - ลูกชาย, ประทาน - ให้, พระวรกาย - ร่างกาย, พระโลหิต – เลือด

H. Possible Answers: 1) ฝ่ายสมาคมสงเคราะห์, เหล่าซิสเตอร์ในสมาคมสงเคราะห์ 2) Use the name of the person, น้อง (only if he/she is younger than you, and if you feel it is appropriate to use depending on the level of trust between you and the person) 3) ลูก, ข้าพระองค์, ผม 4) ท่าน 5) พวกคุณ, คุณแม่(female)/ คุณพ่อ(male)(คุณน้า/อา used only when you feel it is appropriate to use depending on the level of trust between you and the person) 6) พวกเรา, พวกซิสเตอร์ 7) ท่าน 8) บราเดอร์, คุณพ่อ (used only when you feel it is appropriate; depending on the level of trust between you and the person) 9) Elders: ผม, เอ็ลเดอร์ Sisters: ฉัน, ซิสเตอร์ 10) พี่, คุณ, you can also ask questions without using a pronoun once he/she knows that you are talking to them 11) น้อง, หนู

I. 1) พี่ชาย 2) พ่อตา, ลูกเขย 3) ลูกชาย 4) เอลีซาเบธ, ยอห์นผู้ให้รับบัพติศมา 5) ลูกพี่ลูกน้อง 6) พ่อ 7) แอมัน, แอรัน, ออมเนอร์, ฮิมไน 8) อีนัส 9) เลมัน, เลมิวเอล, แซม, นีไฟ, เจคอบ, โจเซฟ

J. Some appropriate pronouns that could be used depending on situations 1) (น้องแจ๊ค used only if feel it is appropriate to use), บราเดอร์, บราเดอร์ แจ๊ค, แจ๊ค 2) ซิสเตอร์ ต้อย, ซิสเตอร์, คุณ, (แม่ต้อย used only if she is comfortable with you addressing her with that title) 3) ซิสเตอร์ แพรว, or just แพรว 4) บราเดอร์ สมชาย, บราเดอร์, คุณ, (ลุง, ปู่, and พ่อ only used when you feel it is appropriate; and will depend on the level of trust between you and the person) 5) พวกคุณ

N. Pronouns: แอลมา, พระเจ้า, พวกข้าพระองค์, พระคริสต์, พวกท่าน, ผู้คน, พวกเขา 1) Alma is speaking 2) The Lord released Alma and Amulek. The people flee away from them.

5. To be

E. 1) ฉันเป็นคนไทย 2) คู่ของผมเป็นคนตัวสูง 3) พระคัมภีร์มอรมอนคือพยานหลักฐานอีกเล่มหนึ่งของ พระเยซูคริสต์ 4) คนนั้นคือประธานสาขา 5) เสื้อของผมสีขาว 6) หนังสือเพลงสวดอยู่ในห้องผม 7) ฐานะปุโรหิตคืออำนาจของพระผู้เป็นเจ้า 8) ผู้สนใจอยู่ในห้องศีลระลึก 9) ศาสนจักรของพระเยซูคริสต์แห่งวิสุทธิชนยุคสุดท้ายคือศาสนจักรที่แท้จริงแห่งเดียวบนโลกนี้ 10) พระเยซูคริสต์ทรงเป็นพี่ชายของเรา 11) วันนี้วันอาทิตย์ 12) ฝนตกอยู่ 13) ยินดีที่ได้รู้จัก 14) พระเยซูคริสต์ทรงพระชนม์อยู่ในวันนี้ 15) มันถึงเวลาที่จะไปแล้ว 16) ฉันชื่อซิสเตอร์สมิธ 17) การเป็นผู้สอนศาสนาเป็นงานที่หนัก 18) โบสถ์เป็นอย่างไรบ้าง? 19) เขาดีใจมากที่จะได้เป็นสมาชิกของศาสนาจักร 20) นี่คือคู่ของฉัน

K. เป็น is used to indicate the type of people that the people of Jerusalem are. "พวกเขาเป็นคนชอบธรรม" meaning "they are righteous people"

L. 1) นี่ <u>คือ/ เป็น</u> บ้านที่น่ารัก 2) นั่น <u>คือ</u> ใคร? 3) นั่น <u>คือ</u> อะไร? 4) เอ็ลเดอร์สมิธ <u>คือ/ เป็น</u> หัวหน้าดิสตริกท์ 5) เขา <u>คือ/ เป็น</u> พี่ชายของฉัน 6) พระเจ้าทรง <u>เป็น</u> พระบิดาบนสวรรค์ของเรา 7) พวกเขา <u>คือ/ เป็น</u> ผู้ที่จะไปอาณาจักรซีเลสเชียล 8) เรา <u>อยู่</u> บนโลกที่จะเรียนรู้ 9) พระกิตติคุณ <u>คือ</u> อะไร? 10) คุณ <u>คือ/ เป็น</u> ผู้สอนศาสนาหรือ? 11) แสงสว่างของพระคริสต์ <u>อยู่</u> ในใจของเรา 12) การมีศรัทธา <u>คือ/ เป็น</u> วิธีใน

การดำรงชีวิตที่ดี 13) การสวดอ้อนวอน คือ/ เป็น วิธีที่เราสื่อสารกับพระผู้เป็นเจ้า 14) พระเยซูคริสต์ คือ/ เป็น พระผู้ช่วยให้รอดของเรา 15) ศาสดาพยากร เป็น ตัวแทนของพระคริสต์ 16) ส่วนสิบ คือ/ เป็น พระบัญญัติของพระเจ้า 17) มัน เป็น สิ่งที่ดีที่จะพูดเอเมนในตอนท้ายของการสวดอ้อนวอน

6. Questions

E. 1) ใครมีกุญแจเปิดโบสถ์? 2) ใครอ่านข้อที่แล้ว? 3) ใครจะรับบัพติศมาอาทิตย์หน้า? 4) ใครสอนบราเดอร์บอส? 5) คุณอยากให้ใครบัพติศมาให้คุณ? 6) ใครทำการชดใช้สำหรับคุณ? 7) พระบิดาบนสวรรค์ส่งใครมาบนโลก? 8) ใครเป็นศาสดาพยากรณ์? 9) ใครสามารถเจอกับเจมส์ตอนบ่ายสามโมง? 10) พระคัมภีร์เล่มนี้เป็นของใคร?

F. 1) ศรัทธาคืออะไร? 2) คุณเข้าใจอะไรบ้างเกี่ยวกับ พระคำแห่งปัญญา? 3) นี่คืออะไร? 4) คุณหวังว่าจะได้รับอะไรบ้างจากการพบกับเรา? 5) เราสามารถทำอะไรได้บ้างเพื่อปรับปรุงการ รับใช้ของ เราอาทิตย์หน้า? 6) อะไรโดนใจคุณในข้อนั้น 7) คุณพูดว่าอะไรนะ? 8) คุณนับถือศาสนาอะไร? 9) อาหารไทยที่คุณชอบคืออะไร? 10) นี่หมายความว่าอะไรสำหรับคุณ?

7. Nouns

C. 1) ดู + ว่า + คนที่ท่านกำลังสอน… 2) เชื่อ + ว่า + ผู้บริสุทธิ์ หรือผู้ที่ได้รับการดลใจ… 3) ใช้ + ว่า + ทุกคนที่ได้รับการดลใจ… 4) อธิบาย + ว่า + พระผู้เป็นเจ้าทรง… 5) สงสัย + ว่า + ทำไมต้อง… 6) พบ + ว่า + การเล่าประวัติของ… 7) เข้าใจ + ว่า + พระผู้เป็นเจ้าทรง…

F. 1) **No ว่า** – พระผู้เป็นเจ้ามีแผนที่จะทำให้เรามีความสุข 2) ฉันรู้สึก**ว่า**การจ่ายส่วนสิบเป็นสิ่งที่สำคัญ 3) **No ว่า** – เราอยู่ที่นี่เพื่อเรียนรู้และเติบโตเพื่อเราจะได้กลับไปหา พระผู้เป็นเจ้า 4) อีนัสรู้**ว่า**พระผู้เป็นเจ้าทรงให้อภัยเขาแล้ว 5) ฉันรู้ว่าพระผู้เป็นเจ้าทรงพระชนม์อยู่ 6) **No ว่า** – พระคัมภีร์มอรมอนมีพระกิตติคุณที่เป็นหนทางช่วยให้เราสามารถเข้าใกล้พระผู้เป็นเจ้ามากขึ้น 7) พระเจ้าทรงรู้ว่าคุณสามารถทำได้ 8) มันเรียกว่าพระคัมภีร์มอรมอน 9) ฉันเชื่อ**ว่า**พระเจ้าทรงรู้จักเรา 10) พระคัมภีร์มอรมอนพิสูจน์**ว่า**โจเซฟ สมิธ เป็นศาสดาพยากรณ์ ของพระผู้เป็นเจ้า

G. 1) ข้าพเจ้ากล่าวแก่ท่าน, ว่า... (I Say..., that...) 2) ข้าพเจ้ารู้ด้วยตนเองว่า (I know...that...) 3) ข้าพเจ้ากล่าวแก่ท่าน, ว่า (I say ..., that...) 4) ข้าพเจ้ารู้ว่าพระเยซูคริสต์จะเสด็จมา (I know ...that...)

8. Negation

C. 1 Nephi 10:21 – "...ท่าน**ไม่**สะอาด…และ**ไม่มี**สิ่ง**ไม่**สะอาดใด ๆ จะพำนักอยู่กับพระผู้เป็นเจ้าได้" 3 Nephi 27:19 – "และ**ไม่มี**สิ่งที่ไม่สะอาดจะเข้าไปในอาณาจักรของพระองค์ ได้; ฉะนั้น**ไม่มี**สิ่งใดเข้าไปในสถานพักผ่อน ของพระองค์..." Moses 6:57 – "...พวกเขาจะ**ไม่มี**ทางสืบทอดอาณาจักรของพระผู้เป็น เจ้า เป็นมรดกได้เลย, เพราะสิ่ง**ไม่**สะอาดจะพำนักที่ นั่น**ไม่ได้**, หรือพำนักในที่ ประทับของพระองค์ก็**ไม่ได้**;" The 3rd example in Moses has a different sentence structure than the first two scriptures. Depending on the sentence, ไม่ can also go at the beginning or the end of the sentence.

D. 1) ฉันไม่ได้อ่านในพระคัมภีร์มอรมอน 2) ผมไม่ชอบกินอาหารไทย 3) ซิสเตอร์บันจักรยานไม่เป็น 4) ผมไม่มีรูปของพระเยซูคริสต์ 5) เราไม่ลืมเขียนบันถึกประจำวัน 6) เราไม่เชื่อในพระเยซูคริสต์ 7) เราไม่ได้รับพรเมื่อเราไม่รักษาพระบัญญัติของพระเจ้า 8) ไม่ใช่ทุกคนจะมีอำนาจที่จะให้บัพติศมา 9) พระวิญญาณไม่ได้พูดกับพวกเราด้วยเสียงดัง 10) การอดทนจนกว่าชีวิตจะหาไม่คือสิ่งที่ไม่ง่าย

K. Hebrews 5:4—**ไม่มี**ผู้ใดตั้งตนเองสำหรับเกียรตินี้ได้. 2 Nephi 11:7—เพราะหาก**ไม่มี**พระคริสต์ ก็**ไม่มี**พระผู้เป็นเจ้า; และหาก**ไม่มี**พระผู้เป็นเจ้าเราก็**ไม่**เป็นอยู่, เพราะการสร้างจะ**มีไม่ได้**. 2 Nephi 2:13—**ไม่มี**กฎ,**ไม่มี**บาป, **ไม่มี**ความชอบธรรม, **ไม่มี**ความสุข, **ไม่มี**โทษ, **ไม่มี**พระผู้เป็นเจ้า, หาได้เป็นอยู่**ไม่,** มีการสร้างของสิ่งต่างๆ**ไม่ได้**

9. Possession

C. 1) ความสมบูรณ์ + **แห่ง** + พระกิตติคุณ 2) วิญญาณ + **แห่ง** + การพยากรณ์ 3) *อารยธรรมอันยิ่งใหญ่สอง**แห่ง** 4) ***แห่ง**หนึ่งมาจากเยรูซาเล็ม 5) *อีก**แห่ง**หนึ่ง 6) แผน + **แห่ง** + ความรอด 7) เดชานุภาพ + **แห่ง** + พระผู้เป็นเจ้า 8) ศาสนพิธีต่างๆ + **แห่ง** + พระกิตติคุณ 9) ศิลาหลัก + **แห่ง** + ศาสนา 10) *ทุกหน**แห่ง** 11) ประจักษ์พยาน + **แห่ง** + ความจริง 12) อำนาจ + **แห่ง** + พระวิญญาณบริสุทธิ์ 13) ศาสนจักรของพระเยซูคริสต์ + **แห่ง** + วิสุทธิชนยุคสุดท้าย
* In this context “แห่ง” means “place or location”

D. 1) ที่มืดทึมและชวนหดหู่**แห่ง**หนึ่ง 2) ผล**ของ**ต้นไม้**แห่ง**ชีวิต 3) ราวเหล็ก 4) ทางคับแคบและแคบ 5) หมอก**แห่ง**ความมืด 6) อาคารใหญ่และกว้าง

E. 1) เป็นความรับผิดชอบของใครที่จะสอนพระกิตติคุณในครอบครัว 2) ผู้สอนศาสนาสอนหลักคำสอนของพระคริสต์ 3) ศรัทธาในการชดใช้ของพระเยซูคริสต์ของฉันเข้มแข็งอยู่ 4) นี่คือพระคัมภีร์มอรมอนของติ๋ว 5) เงินส่วนสิบของคุณช่วยศาสนาจักรสร้างพระวิหาร 6) พระเยซูคริสต์คือพระผู้ช่วยให้รอดของทุกๆคนถึงแม้ว่าบางคนไม่เชื่อ 7) ศาสนจักรของพระเยซูคริสต์แห่งวิสุทธิชนยุคสุดท้าย

F. 1) สิ่งเรียนรู้ทั้งหมด + **ของ** + บิดาข้าพเจ้า 2) วันเวลา + **ของ** + ข้าพเจ้า 3) ที่โปรดปรานมาก + **ของ** + พระเจ้า 4) วันเวลาทั้งหมด + **ของ** + ข้าพเจ้า 5) พระคุณความดีและความลี้ลับ + **ของ** + พระผู้เป็นเจ้า 6) ภาษา + **ของ** + บิดาข้าพเจ้า 7) สิ่งเรียนรู้ + **ของ** + ชาวยิว 8) ภาษา + **ของ** + ชาวอียิปต์

J. 1) ความสมบูรณ์**แห่ง**พระกิตติคุณ**ของ**พระเยซูคริสต์ 2) ความเป็นอมตะและชีวิตนิรันดร์**ของ**มนุษย์ 3) แผน**แห่ง**ความรอด 4) แผน**แห่ง**ความสุข 5) แผน**แห่ง**ความเมตตา

Review: State of Being

D. รู้ได้**ว่า**ข่าวสารนี้**เป็น**ความจริง, **ทูล**ถาม**พระบิดา**บนสวรรค์, **พระองค์, คือ**การ**เป็น**พยาน, **เป็น**ความมั่นใจ, สอนในพระคัมภีร์ไบเบิล**ว่า, คือ**ความรัก, **คือ**การเปิดเผย, เปิดเผยส่วนตัวแก่ท่าน**ว่า, เป็น**ความจริง, เลือก**ว่า**

E. 1) ครอบครัวของนีไฟมี **6 คน** ที่จุดเริ่มต้นของการเดินทางของพวกเขา 2) ครอบครัวของนีไฟมี **ลีไฮ, ซาไรยาห์, เลมัน, เลมิวเอล, แซม, และนี ไฟ.** 3) เลมันและเลมิวเอลเป็นคนที่ดื้อรั้นและชอบพร่ำบ่นในหลายสิ่งต่อต้านลีไฮ พวกเขาไม่เชื่อว่าเยรูซาเล็มจะถูกทำลาย แซมเป็นคนที่เชื่อฟังบิดาของท่าน 4) **ไม่ใช่**ทุกคนในครอบครัวของนีไฟรักษาพระบัญญัติ

10. Adjectives

C. เสียงกระด้าง (Voice + harsh) เสียงดัง (voice + loud) เสียงเบา (Voice + soft)

E. 1) บัพติศมาเป็นศาสนพิธีที่จำเป็นต่อความรอด 2) ฉันมีประจักษ์พยานที่เข้มแข็ง 3) หนังสือเจรอมเป็นหนังสือที่สั้นที่สุดในพระคัมภีร์มอร์มอน 4) พระเยซูคริสต์ช่วยคนตาบอด 5) คนชั่วร้ายฆ่าโจเซฟสมิธ

F. 1) ผู้ประเสริฐ 2) ร่างสูงใหญ่ 3) ชอบธรรม 4) เล็กๆ 5) ศักดิ์สิทธิ์ 6) งามล้ำ 7) เล็ก, เรียบง่าย 8) ดีๆ 9) ว้าวุ่น 10) สำนึกผิด

11. Comparisions

C. 1) เป็นเหมือนแม่น้ำ, ซึ่งไหลไปสู่แหล่งแห่งความชอบธรรมทั้งมวลตลอดเวลา 2) เป็นเหมือนหุบเขานี้, มั่นคงและแน่วแน่, และไม่หวั่นไหวในการรักษาพระบัญญัติของพระเจ้า

D. 1) ในแอลมา พระวจนะเปรียบเทียบกับเมล็ดพืช ในมัทธิว อาณาจักรแห่งสวรรค์เปรียบเหมือนเมล็ดมัสตาร์ดเมล็ดหนึ่ง 2) มันงอกและเริ่มเติบโต 3) มันไม่งอกและไม่โต 4) เมล็ดที่ได้รับการดูแลจะงอกและเติบโต แต่เมล็ดที่ไม่ได้รับการดูแลจะเหี่ยวแห้ง 5) ในแอลมา ผลนั้นหวานเหนือทุกสิ่งที่หวาน, และขาวเหนือทุกสิ่งทีขาว ในมัทธิว ต้นไม้นั้นเป็นต้นที่ใหญ่ที่สุดท่ามกลางผักทั้งหลาย

E.

Attribute in English	ไทย	คำตรงข้าม
Faith	ศรัทธา	สงสัย
Diligence	พากเพียร	เกียจคร้าน
Understand	เข้าใจ	ไม่เข้าใจ
Fear	ความกลัว	ศรัทธา
Believe	เชื่อ	ไม่เชื่อ
Obedience	เชื่อฟัง	ดื้อรั้น

F. 3 Nephi 12:48 “ดัง”, 3 Nephi 14:24-27 “เปรียบเช่น”

12. Changing Verbs into Nouns

G. 1) **การ**แปล 2) **ความ**รอด 3) **การ**ยืนยัน 4) **ความ**ซื่อสัตย์ 5) **การ**ติดต่อ 6) **คำ**แนะนำ 7) **ความ**รู้ 8) **ความ**จริง 9) **คำ**พูด 10) **การ**รักษา 11) **การ**เชื่อฟัง 12) **ความ**รู้สึก 13) **ความ**ไว้วางใจ 14) **ความ**เชื่อ 15) **การ**กลับใจ 16) **การ**ทำตาม 17) **ความ**ตาย 18) **การ**ฟื้นฟู 19) **คำ**พยากรณ์ 20) **การ**นำทาง

M.

โธมัส เอส. มอนสัน	ทหาร, ผู้จัดการทั่วไป
กอร์ดอน บี. ฮิงค์ลีย์	เลขาผู้บริหาร
ฮาเวิร์ด ดับเบิลยู ฮันเตอร์	นายธนาคาร, ทนาย
โจเซฟ สมิธ	ชาวนา

13. Classifiers

C. พี่ชายของเจเร็ดเตรียมพาหนะไว้แปด**ลำ** และหลอมก้อนหินเล็ก ๆ สิบหก**ก้อน**ออกจากศิลา**ก้อน**หนึ่ง

D. เจ้านายให้ห้า**ตะลันต์**กับคนงานคนหนึ่งของท่าน คนหนึ่งสอง**ตะลันต์** และอีกคนหนึ่ง**ตะลันต์**เดียว แล้วท่านก็ออกเดินทาง คนที่ได้ห้า**ตะลันต์**เอาเงินนั้นไปค้าขาย ได้กำไรมาอีกห้า**ตะลันต์** คนที่ได้สอง**ตะลันต์**ก็ได้กำไรอีกสอง**ตะลันต์** แต่คนที่ได้**ตะลันต์**เดียวขุดหลุมซ่อนเงินของนายไว้

E. 1) ขวด 2) เครื่อง 3) แผ่น 4) ห่อ 5) คัน 6) ตัว 7) ใบ 8) ไม้/ชิ้น/จาน 9) ฟอง 10) คู่ 11) หลัง 12) ลูก 13) อัน 14) วัน 15) ผืน

F. 1) ต้น 2) ท่าน 3) ที่ 4) องค์ 5) อัน 6) เล่ม 7) คน 8) คู่ 9) ตัว 10) คน 11) อย่าง 12) อย่าง 13) เส้น 14) มวน 15) ปี

K. ไม่ว่าจะมีอีกแกะจำนวนเท่าไร จะใช้"ตัว"ตลอด

Review: Describing Objects and People

D. 1) คนต่างชาติ, ไม่ใช่ชาวยิว 2) คนแห่งพันธสัญญาของพระเจ้า 3) พระเจ้า 4) ศาสดาพยากรณ์ของพระเจ้า 5) โลก 6) กลุ่มคน 7) ชีวิตหรือการทำงานของผู้คน

E. 1) พระคัมภีร์มอรมอนมีคำตอบและคำแนะนำสำหรับทุกความท้าทายของชีวิต 2) บิดาบนโลกของพระเยซูเป็นช่างไม้ 3) ฉันรู้จักพระคัมภีร์สองข้อที่จะช่วยคุณได้ 4) ซาตานเป็นคนโกหกและเป็นศัตรูของพระเจ้า 5) มีหมาสามตัวอยู่นอกโบสถ์ 6) พระวจนะของพระผู้เป็นเจ้าเป็นเหมือนอาหารต่อจิตวิญญาณของเรา 7) บุตรชายของโมไซยาห์เป็นผู้รับใช้ที่ซื่อสัตย์และพากเพียรของพระเจ้า 8) พระบิดาบนสวรรค์และพระเยซูคริสต์ทรงมีพระประสงค์เดียวกัน 9) พระคัมภีร์เป็นเหมือนเข็มทิศที่นำทางเราในชีวิตประจำวันของเรา 10) มีพระคัมภีร์มอรมอนอยู่ห้าเล่มที่โบสถ์

F. 1) มนุษย์เป็น**เหมือน**พลับพลาและพระวิหารของพระผู้เป็นเจ้า 2) ร่างของผู้ที่เลือกที่จะเชื่อฟังวิญญาณร้ายเป็น**เหมือน**วิหารที่ไม่บริสุทธิ์ 3) พระเจ้าจะไม่ทรงสถิตอยู่ในวิหารที่ไม่บริสุทธิ์ และจะไม่รับความสกปรก**เหมือน**กับผู้ที่สกปรก

L.

Celestial	Terrestrial	Telestial
พวกเขาคือคนเหล่านั้นที่ได้รับประจักษ์พยานถึงพระเยซู (51)	มีรัศมีภาพเหมือนดวงจันทร์ (71)	คนเหล่านี้คือคนที่หาได้รับพระกิตติคุณของพระคริสต์ไม่ (82)
เชื่อในพระนามของพระองค์ และรับบัพติศมา ตามวิธีการของพระองค์ (51)	พวกที่เป็นวิญญาณของคนที่ถูกขังอยู่ในเรือนจำ; ผู้หาได้รับประจักษ์พยานถึงพระเยซูในเนื้อหนังไม่, แต่ภายหลังรับ. (74)	คนเหล่านี้คือคนที่หาปฏิเสธพระวิญญาณศักดิ์สิทธิ์ไม่ (83)
คนเหล่านี้จะพำนักในที่ประทับของพระผู้เป็นเจ้าและ พระคริสต์ของพระองค์ ตลอดกาลและตลอดไป. (62)	คนเหล่านี้คือคนน่ายกย่องสรรเสริญของแผ่นดินโลก, ผู้ที่มืดบอดโดยเล่ห์กลของมนุษย์. (75)	คนเหล่านี้คือคนที่ถูกโยนลงนรก (84)
คนเหล่านี้คือคนที่จะมีส่วนในการฟื้นคืนชีวิตครั้งแรก (64)	คนเหล่านี้คือคนที่ได้รับพระสิริของพระบุตร, แต่มิได้รับความสมบูรณ์แห่งพระบิดา (77)	คนเหล่านี้คือคนที่พระองค์จะไม่ทรงไถ่จากมารจนกว่าการฟื้นคืนชีวิตหนสุดท้าย (85)
มีรัศมีภาพเหมือนของดวงอาทิตย์, แม้รัศมีภาพของพระผู้เป็นเจ้า, (70)	คนเหล่านี้คือคนที่ไม่องอาจในประจักษ์พยานถึง พระเยซู; ดังนั้น, พวกเขามิได้รับมงกุฎเหนืออาณาจักรแห่งพระผู้เป็นเจ้าของเรา. (79)	คนเหล่านี้คือคนที่ไม่ได้รับความสมบูรณ์แห่งพระองค์ในโลกนิรันดร์, แต่ได้รับพระวิญญาณศักดิ์สิทธิ์ผ่านการปฏิบัติศาสนกิจจากเทอร์เรสเตรียล; (86)

14. Requests and Commands

C. 1) จงมาและรับบัพติศมาสู่การกลับใจ 2) ใช้ความองอาจ, จงแน่ใจด้วยว่าลูกหักห้ามความลุ่มหลงทั้งปวงของลูก, จงแน่ใจว่าลูกละเว้นจากความเกียจคร้าน 3) จงไปตามทางของลูก, ประกาศพระวจนะด้วยความจริงและด้วยความมีสติ 4) สันติจงมีแก่เจ้า 5) จงเงยหน้าของเจ้าและรื่นเริงเถิด 6) จงดูที่เราในความ นึกคิดทุกอย่าง; อย่าสงสัย, อย่ากลัว 7) อย่ากลัวเลย, อย่าท้อแท้ใจเลย 8) ให้เจ้ารักซึ่งกันและกัน เรารักเจ้าทั้งหลายมาแล้วอย่างไร เจ้าจงรักกันและกันด้วยอย่างนั้น

D. 1) ขอให้ท่านนมัสการพระผู้เป็นเจ้าองค์เดียว 2) ขอให้ท่านไม่นับถือรูปเคารพ 3) ขอให้ท่านไม่ออกพระนามของพระผู้เป็นเจ้าอย่างไม่สมควร 4) ขอให้ท่านรักษาวันสะบาโตให้ศักดิ์สิทธิ์ 5) ขอให้ท่านให้เกียรติบิดามารดาของท่าน 6) ขอให้ท่านไม่ฆ่าคน 7) ขอให้ท่านไม่ประพฤติล่วงประเวณี 8) ขอให้ท่านไม่ลักขโมย 9) ขอให้ท่านไม่พูดเท็จ 10) ขอให้ท่านไม่โลภ

K. 1) มาเถิด 2) ขอให้เราพิจารณาการเรียกของเรา 3) ให้เรามุ่งมั่นต่อหน้าที่ 4) และขอให้เราติดตามพระเยซูคริสต์ 5) ขอให้เราทำหน้าที่การเรียกอย่างจริงจังที่สุด 6. เข้ามาสิ 7. ขอพระผู้เป็นเจ้าทรงอวยพรคุณ 8) พอก่อน 9) รับไว้เถอะ 10) เขาจึงขอให้ข้าพเจ้าให้พรฐานะปุโรหิตแก่เขา 11) ขอให้เราเรียนรู้จากพระองค์ 12) ขอให้เราดำเนินตามรอยพระบาทของพระองค์ 13) ขอให้เราดำเนินชีวิตตามคำสอนของพระองค์

15. Can, To Be Able To

D. 1) ข้าพเจ้าอ่านไม่ได้ 2) ข้าพเจ้านำหนังสือมาไม่ได้ 3) เขากล่าวว่าเป็นภาษาอียิปต์, เคลเดีย, อัสซีเรีย, และอาหรับ 4) ชายหนุ่มคนนั้นรู้ได้อย่างไรว่ามีแผ่นจารึกทองคำในสถานที่ซึ่งเขาพบมัน 5) ผมก็อ่านหนังสือที่ผนึกไว้ไม่ได้ 6) ประโยค "ข้าพเจ้าอ่านไม่ได้" ในพระคัมภีร์หมายความว่า คนที่มีการศึกษาจะอ่านแต่ไม่เข้าใจหนังสือเล่มนั้น เพราะเขายึดมั่นในความรู้ของเขาเอง และใจของเขาไม่เปิด

E. 1) คุณจะรับบัพติศมาในวันที่ 3 มีนาคมไหม? 2) คุณสวดอ้อนวอนได้ไหม? 3) โปรดพูดช้าลงหน่อยได้ไหม? 4) เราจะกลับมาสอนคุณอีกครั้งได้ไหม? 5) ฉันกินก๋วยเตี๋ยวไม่เป็น 6) ได้ผมจะมาโบสถ์ 7) คุณเล่นเปียโนเป็นไหม? 8) พระเยซูคริสต์ สามารถนำบาปของเราไปได้ไหม? 9) ผมหาโบสถ์ไม่เจอ 10) คุณอ่านภาษาไทยออกไหม? 11) ผมอิ่มมาก กินอีกไม่ไหวแล้ว

L. คนดี**เป็น**คนเที่ยงธรรม พวกเขาสามารถสอนด้วยพระวิญญาณของพระผู้เป็นเจ้า**ได้** พระวิญญาณไม่สามารถสถิตอยู่กับคนชั้วราย**ได้** พวกเขา**เป็น**ผู้คนที่ไม่เชื่อฟังพระคำของพระผู้เป็นเจ้า.

16. ให้ Different Meanings

C. 1) To cause 2) Given to, to cause 3) To cause 4) To cause

D. 1) ช่วยให้ผู้คนรับคำมั่นสัญญา; to cause 2) มอบข้อเสนอให้รับคำมั่นสัญญา; to give 3) การมอบข้อเสนอให้รับคำมั่นสัญญา; to give 4) ช่วยให้ผู้คนเอาชนะปัญหา; to cause 5) เตรียมผู้คนให้พร้อม; to cause 6) ช่วยให้เขากลับใจ; to cause 7) เชิญผู้คนให้ทำสิ่งที่จะ...; to cause 8) การเชิญให้ทำสิ่งใดสิ่งหนึ่ง; to cause 9) สิ่งที่ควรจะมีให้น้อยที่สุดคือ...; to have 10) การมอบข้อเสนอให้ทำสิ่งใดสิ่งหนึ่ง; to cause 11) ให้พิจารณาความจำเป็น; to let 12) โดยจัดให้มีคำมั่นสัญญา; to have 13) เสนอให้รับคำมั่นสัญญา; to cause 14) เชิญผู้คนให้กลับใจเสมอ; to cause 15) เสนอให้ผู้คนรับคำมั่นสัญญา; to cause 16) นำพรมาให้; to give 17) เสนอให้เขาทำเช่นนั้น; to cause

E. 1) เราสวดอ้อนวอนให้คุณได้รับคำตอบจากพระผู้เป็นเจ้า; for the benefit of someone 2) พระผู้เป็นเจ้าจะไม่ทรงยอมให้ศาสดานำทางเราผิด; to let someone do something 3) การชดใช้ของพระเยซูคริสต์ทำให้เราสามารถกลับไปหาพระบิดาบนสวรรค์ได้; to cause 4) คุณอยากให้เราให้พรคุณไหม? to let someone do something, to give 5) ผมมีประสบการณ์จะเล่าให้คุณฟังที่สอนเกี่ยวกับการทดลอง ; for the benefit of someone 6) พระวิญญาณดลใจเราให้มาเยี่ยมคุณวันนี้; to cause 7) ของประทานแห่งพระวิญญาณบริสุทธิ์ช่วยให้การปลอบโยนและการนำทางแก่เรา; to give 8) การสวดอ้อนวอนออกเสียงทำให้ผมรู้สึกว่ามีคนกำลังฟังผมอยู่; to cause 9) การชดใช้ของพระเยซูคริสต์ช่วยให้เราพ้นจากบาป; to cause 10) พระผู้เป็นเจ้าอยากให้คุณ สื่อสารกับพระองค์; to let or have someone do something

17. For

C. 1) แทน 2) สำหรับ 3) เพื่อ

E. 1) เราสวดอ้อนวอนเพื่อเราจะได้มีพระวิญญาณเมื่อเราสอน 2) พระเยซูคริสต์ทรงสิ้นพระชนม์เพื่อเรา 3) ผู้สอนศาสนาศึกษาพระคัมภีร์มอรมอนเป็นเวลาหนึ่งชั่วโมง 4) โจเซฟ สมิธได้เตรียมตัวเป็นเวลาสี่ปีเพื่อจะได้รับพระคัมภีร์มอรมอน 5) ผมสอนแทนเอ็ลเดอร์เบรานท์ 6) เราไปโบสถ์เพื่อที่จะเรียนพระกิตติคุณ 7) จุดประสงค์ของพระวิหารคือเพื่อการผนึกครอบครัวชั่วนิรันดร์ 8) ผมขอบคุณสำหรับครอบครัวของผม 9) เมื่ออายุสิบสอง สมาชิกสามารถไปพระวิหารและทำพิธีบัพติศมาแทนคนตาย 10) ขอบคุณสำหรับพระคัมภีร์มอรมอน

F. 1) เพื่อ 2) เพื่อ/สำหรับ 3) สำหรับ 4) สำหรับ 5) สำหรับ 6) สำหรับ 7) None 8) None 9) None 10) None

Review: Expressing Desire, Need, Preference, Etc.

E. 1) ให้ 2. เป็น 3) เพื่อ 4) ให้, แก่ 5) สามารถ 6) สำหรับ 7) แทน 8) ได้

F. 1) ให้ซองส่วนสิบของคุณกับอธิการ 2) ใช้การศึกษาส่วนตัวของคุณเพื่อหาคำตอบสำหรับผู้สนใจของคุณ 3) พระผู้เป็นเจ้าจะทรงเตรียมทางให้คุณสามารถรับบัพติศมา 4) พระบิดาบนสวรรค์ทรงประทานโอกาสมากมายให้เรากลับใจ 5) อย่าลืมอ่านพระคัมภีร์ของคุณวันนี้ 6) พระคำแห่งปัญญาสอนเราว่าเราไม่ควรดื่มเครื่องดื่มแอลกอฮอล์ กาแฟ หรือชา 7) มองหาสิ่งที่ดีที่สุดในทุกๆคนที่คุณพบ 8) คุณสามารถรับการเปิดเผยส่วนตัวโดยผ่านพระวิญญาณบริสุทธิ์ได้

18. Verbs

D. 1) ได้คำ, ศึกษา 2) สั่งสม 3) แสวงหาอย่างขยันหมั่นเพียร, ศึกษาโดยศรัทธา 4) เบิกบาน, ไตร่ตรอง 5) มุ่งหน้า, ดื่มด่ำ 6) ค้นคว้าพระคัมภีร์อย่างขยันหมั่นเพียร, มั่นคงขึ้นในความรู้เรื่องความจริง

E. 1) การรักษาพระบัญญัติของพระผู้เป็นเจ้านำความสุขมาให้เรา 2) ในช่วงเวลาของการละทิ้งความเชื่อ สวรรค์ถูกปิดเพราะไม่มีศาสดาพยากรณ์ 3) พระผู้เป็นเจ้าทรงให้พรเราทางโลกและทางวิญญาณ 4) เราเอาหนังเกี่ยวกับพระเยซูคริสต์ที่เราอยากดูกับคุณมา 5) ซิสเตอร์แอมจะพาคุณไปโบสถ์ในวันอาทิตย์ 6) พระผู้เป็นเจ้าและพระเยซูคริสต์ทรงปรากฏต่อโจเซฟ สมิธ 7) เราสามารถเข้าวิหารได้เมื่อเราดำเนินชีวิตอย่างมีค่าควร 8) กรุณาปิดโทรศัพท์มือถือของคุณก่อนการประชุมเริ่ม 9) พระผู้เป็นเจ้าทรงนำเรามาที่นี่เพื่อแบ่งบันข้อความกับคุณ 10) พระผู้เป็นเจ้าทรงสัญญากับผู้สอนศาสนาว่าถ้าพวกเขาจะเปิดปากของพวกเขา พวกเขาจะรู้ว่าต้องพูดอะไร 11) เมื่อเราตาย เราจะไม่สามารถนำทรัพย์สินทางโลกไปกับเราได้ 12) พระเยซูคริสต์เสด็จมาบนโลกเพื่อเป็นแบบอย่างสำหรับเรา

19. Direction of Action

E. 1) คุณอ่านข้อที่ 2 ถึง 5 ได้ไหม? ขณะที่คุณอ่าน ให้มุ่งเน้นถึงความสำคัญของความหมายของศรัทธา 2) จุดประสงค์ของเราคือเชื้อเชิญผู้คนให้มาหาพระคริสต์ 3) แอลมาไปแอมันไนฮาห์เพื่อสั่งสอนพระกิตติคุณต่อชาวนีไฟ 4) พระผู้เป็นเจ้าให้ฐานะปุโรหิตแก่ศาสดาแต่ละคนเพื่อนำศาสนจักร 5) คุณสามารถสวดอ้อนวอนถึงพระผู้เป็นเจ้าและบอกพระองค์ถึงความรู้สึกของคุณ 6) ครอบครัวของเราสามารถนำความสุขที่ยิ่งใหญ่และสันติสุขมาสู่ชีวิตของเรา 7) แอลมาหันไปหาชาวโซรัมที่ถ่อมตนเพื่อสั่งสอนแก่พวกเขา 8) แซมิวเอลชาวเลมันยืนบนกำแพงสั่งสอนพระกิตติคุณต่อชาวนีไฟ 9) เราต้องสวดอ้อนวอนถึงพระผู้เป็นเจ้าเพื่อจะรู้ความจริงของพระคัมภีร์มอรมอน 10) คุณมีเนคไทที่ผู้สนใจของเราสามารถใส่ไปโบสถ์ไหม? 11) เมื่อเรารับศีลระลึก เราควรนึกถึงการชดใช้ 12) ที่โบสถ์ เราสามารถต่อพันธสัญญาของเรากับพระเจ้าได้

20. Passive Voice

C. 1) พระผู้เป็นเจ้าจะตัดขาดพวกเขาจากที่ประทับของพระองค์ 2) พระวิญญาณบีบคั้นข้าพเจ้าให้ฆ่าเลบัน 3) [โยเซฟ] ผู้ได้รับการปกปักรักษาโดยพระหัตถ์ของพระเจ้า 4) ชาวยิวจะปฏิเสธพระองค์ 5) พระองค์จะนำพวกเขามารวมกันสู่ผืนแผ่นดินแห่งมรดกของตน

E. 1) สิทธิอำนาจได้ถูกนำออกไปโดยพระผู้เป็นเจ้าหลังจากอัครสาวกเสียชีวิต 2) ผู้ที่เสียชีวิตจะได้รับการช่วยให้รอดโดยผ่านพิธีการในพระวิหาร 3) พระคัมภีร์มอรมอนได้รับการแปลเป็นหลายๆภาษา 4)หลักคำสอนได้รับการสอนโดยอัครสาวกของศาสนจักร 5) ครอบครัวได้รับการผนึกร่วมกันในพระวิหาร 6) เราสามารถได้รับประจักษ์พยานโดยการอ่านพระคัมภีร์ 7) พระเยซูคริสต์ถูกข่มเหงเพราะคำสอนของพระองค์ 8) บาปทั้งหมดของคุณได้รับการอภัยแล้ว 9) พรมีสัญญาไว้ให้แก่ผู้ที่จ่ายส่วนสิบ 10) ความจริงถูกเปิดเผยให้แก่ผู้ที่มีใจซื่อสัตย์ 11) บราเดอร์สถิตได้รับเรียกให้เป็นประธานสาขาคนใหม่

F. 1) ฉันได้รับการสอนเรื่องพระกิตติคุณจากผู้สอนศาสนา 2) ฐานะปุโรหิตถูกพระผู้เป็นเจ้านำออกไปจากโลก 3) พระกิตติคุณได้รับการฟื้นฟูโดยพระบิดาบนสวรรค์ผู้รักใคร่ 4) แผ่นจารึกทองคำถูกโมโรไนฝังไว้ 5) นีไฟได้รับการนำทางจากพระวิญญาณในแคนทุรกันดาร 6) ลูก ๆ ของพระผู้เป็นเจ้าได้รับพรจากพระองค์ 7) พวกเขาได้รับการสอนโดยแอลมาข้างน้ำของมอรมอน 8) พระเยซูคริสต์ถูกซาตานล่อลวง 9) อบินาไดถูกกษัตริย์โนอาห์ฆ่า 10) พระเยซูคริสต์ได้รับบัพติศมาโดยยอห์นผู้ให้บัพติศมา

Review: Actions and Events

E. 1) สันติสุขจะเข้ามาในใจของเราเมื่อเราให้อภัยผู้อื่น 2) การแสดงประจักษ์พยานของคุณจะช่วยให้ประจักษ์พยานของคุณเข้มแข็งขึ้น 3) เมื่อเรากลับใจอย่างจริงใจพระผู้เป็นเจ้าทรงให้อภัยเรา 4) พระคริสต์สามารถนำบาปของเราไปได้ถ้าเรากลับใจ 5) แอลมาและอมิวเล็คถูกขัง เพราะการสั่งสอนพระกิตติคุณ 6) พระคริสต์ใช้ชีวิตอย่างสมบูรณ์ตามพระประสงค์ของพระผู้เป็นเจ้า 7) อาดัมและเอวาได้รับคำสั่งไม่ให้กินผลไม้ต้องห้าม 8) ศรัทธาและการกลับใจนำไปสู่การเปลี่ยนใจเลื่อมใสที่แท้จริง 9) โทรหาเราเมื่อคุณถึงที่โบสถ์ 10) อย่าลืมนำพระคัมภีร์ของคุณมาในวันอาทิตย์ 11) คุณได้รับการเรียกจากศาสดาของพระเจ้า 12) ผู้สนใจของเราพาเพื่อนของเธอมาโบสถ์วันนี้

21. Have Ever

E. 1) ฉันไม่เคยได้คำตอบจากคำสวดอ้อนวอนของฉัน 2) ฉันไม่เคยเล่นสงกรานต์มาก่อน 3) ฉันไม่เคยเห็นพระผู้เป็นเจ้าหรือพระเยซูคริสต์เมื่อฉันสวดอ้อนวอน 4. ผู้สอนศาสนาไม่เคยมาสาย 5) ฉันจะไม่ละทิ้งศรัทธาในพระเยซูคริสต์ของฉัน 6) เราจะไม่ออกพระนาม ของพระเจ้า พระผู้เป็นเจ้าอย่างไม่สมควร 7) ฉันจะไม่มีวันทำให้ประธานคณะเผยแผ่ของฉันผิดหวังเด็ดขาด 8) เราไม่เคยออกจากบ้านหลังเวลาสามทุ่มครึ่ง 9) ฉันจะไม่มีวันลืมว่าพระผู้เป็นเจ้าทรงรักฉัน

F. 1) ผมเคยไปโบสถ์ 2) ผมไม่เคยรับบัพติศมา 3) พระเยซูคริสต์ไม่เคยทำบาป 4) ผมเคยได้ยิน 5) พระเยซูคริสต์จะกลับมาบนโลก 6) ผมไม่เคยเชิญเพื่อนเข้าโบสถ์ มาก่อน 7) ผมไม่เคยอดอาหารมาก่อน 8) ผม(ฉัน)เคยสงสัย

22. Tenses

C. 1) Present 2) Past 3) Future 4) Future 5) Present 6) Future 7) Past 8) Present 9) Future

E. 1) พระผู้เป็นเจ้าทรงหยุดเรียกศาสดาพยากรณ์หรือไม่? 2) ข้าวเหนียวเกือบหมดแล้ว 3) เราเกือบจะถึงบ้านผู้สนใจของเราแล้ว 4) คุณได้สวดอ้อนวอนเพื่อทราบว่าคุณควรจะรับ บัพติศมาไหม? 5) ผู้คนของนีไฟเดินทางไกลจนกำลังทั้งหมดของพวกเขาหมดไป 6) คุณเคยเชิญครอบครัวของคุณเข้าโบสถ์แล้วหรือยัง? 7) แอมันสอนชาวเลมัน 8) ฉันรู้ว่าพระผู้เป็นเจ้าจะปลอบโยนคุณ 9) การไปการประชุมจะเป็นประสบการณ์ที่ดี 10) คุณรู้สึกอย่างไรเมื่อคุณได้รับบัพติศมา? 11) พระเยซูคริสต์เลือกอัครสาวก สิบสองคนเพื่อช่วยพระองค์เผยแผ่พระกิตติคุณ 12) พระคัมภีร์มอรมอนได้แปลโดยโจเซฟสมิธ

F. 1) ฉันไปโบสถ์มา 2) ฉันอ่านพระคัมภีร์มอรมอนแล้ว 3) เทพโมโรไนไปหาโจเซฟสมิธสามครั้ง 4) พระเจ้าได้สร้างมนุษย์ในวันที่หก 5) ฉันได้รับใช้ในประเทศไทย 6) คุณได้รับส่วนศีลระลึก ในวันอาทิตย์ไหม? 7) ผู้สอนศาสนาใหม่มาแล้วในวันพุธ 8) ฉันได้ใส่เสื้อสีขาว

23. Prepositions

F. 1) บิดามารดาควรสอนพระกิตติคุณแก่ลูกๆในบ้าน 2) ศรัทธาโดยปราศจากงาน ไม่ใช่ศรัทธาที่แท้จริง 3) ผ่านการชดใช้เราสามารถรับกำลังเพื่อเอาชนะความอ่อนแอ 4) จากพระคัมภีร์นี้ศรัทธาที่แท้จริงคืออะไร? 5) การทดลองมาจากไหน? 6) เราอยู่ในสวรรค์ก่อน ที่เราจะมายังแผ่นดินโลก 7) ครอบครัวได้รับการผนึกโดยอำนาจของฐานะปุโรหิต 8) เราขี่จักรยานรอบๆเมืองเพื่อหลีกเลี่ยงจราจร 9) หลังจากที่เรารับบัพติศมาแล้วเราจะได้รับของประทาน แห่งพระวิญญาณบริสุทธิ์ 10) ก่อนที่คุณจะสามารถไปพระวิหารได้คุณต้องเป็นสมาชิกเป็นเวลาหนึ่งปี 11) ทุกคนสามารถที่จะเดินไปรอบๆบริเวณพระวิหาร แต่ถ้าไม่มีใบรับรอง คุณไม่สามารถเข้าไปข้างในได้ 12) ประธานสมาคมสงเคราะห์นั่งข้างผู้สนใจของเรา

24. Frequency of Events

E. 1) เราจ่ายเงินอดอาหารเดือนละครั้ง 2) เราสามารถไปการประชุมใหญ่สามัญได้ปีละสองครั้ง 3) ฉันไม่ค่อยเข้าใจคำถามของคุณ 4) ฉันไปพระวิหารสองครั้งต่อเดือน 5) ผมสูบบุหรี่แค่วันละสามมวน 6) แค่ดื่มกาแฟแก้วเดียวก็ขัดต่อพระคำแห่งปัญญา 7) คนไทยบางคนพูดเร็วเกินไป 8) เฉพาะผู้ที่ได้เตรียมตัวเท่านั้นที่จะเข้าไปในพระวิหารได้ 9) เราสามารถรับศีลระลึกได้อาทิตย์ละครั้ง 10) การอ่านพระคัมภีร์ทุกวันจะให้กำลังแก่คุณให้ชนะการล่อลวงได้ 11) คุณสามารถสวดอ้อนวอนได้วันละหลายครั้งเท่าที่คุณอยากทำ 12) ผู้สอนศาสนาศึกษาพระคัมภีร์หนึ่งชั่วโมงต่อวัน

Review: Narrating Experinces and Telling Stories

B. 1) เรากำลังจะสอนคุณเกี่ยวกับการฟื้นฟู 2) พระคริสต์ทำทุกอย่างตามพระประสงค์ของพระผู้เป็นเจ้า 3) ขณะที่เรากำลังออกไป ชายคนหนึ่งเข้ามาถามเราเกี่ยวกับพระเจ้า 4) ฉันพยายามที่จะเป็นเหมือนพระเยซู 5) เราออกจากอพาร์ทเม้นท์ก่อนสิบโมง 6) ฉันเป็นสมาชิกมานานแล้ว 7) เมื่อเร็วๆนี้ฉันพบกับผู้ชายคนหนึ่งที่บอกว่าเขาอยากจะรู้ว่าครอบครัวจะอยู่ด้วยกันชั่วนิรันดร์ได้อย่างไร 8) เมื่อก่อนประจักษ์พยานของฉันไม่เข้มแข็ง 9) หลังจากการสิ้นพระชนม์ของพระองค์ พระเยซูคริสต์ทรงแสดงพระองค์แก่ชาวนีไฟในอเมริกา 10) เดือนที่แล้วเราได้บรรลุเป้าหมายของการบัพติศมาในโซนของเรา 11) เราได้รับการสัมภาษณ์ใบรับรองพระวิหารทุกๆสองปี 12) ปีที่แล้วผมได้เตรียมตัวสำหรับมิชชันของผม

25. If and Then

C. มนุษยชาติทั้งปวงคงต้องพินาศ

D. 1) เพื่อ 2) เพื่อ 3) เพื่อ 4) ที่จะ 5) เพื่อ

F. 1) ถ้าคุณรักษาความคิดของคุณให้บริสุทธิ์คุณจะตระหนักถึงการดลใจของพระวิญญาณบริสุทธิ์ 2) จะ เกิดอะไรขึ้นถ้าคุณทำผิดพระบัญญัติ? 3) ถ้าคุณศึกษาพระคัมภีร์ คุณก็จะพบคำตอบของคำสวดอ้อนวอนของคุณ 4) ฉันไม่รู้ว่าจอร์จจะสามารถรับบัพติศมาในสัปดาห์ได้นี้หรือไม่ 5) ถ้าคุณกินช็อคโกแลตมากเกินไป คุณก็จะป่วย 6) คุณรู้หรือไม่ว่าพระคัมภีร์มอรมอนได้แปลเป็นภาษาพม่า? 7) ถ้าคุณพูดภาษาไทยบ่อยๆคุณจะพูดคล่องได้ 8) โจเซฟสมิธตัดสินใจว่าเขาจะเชื่อฟังหากได้รับคำตอบจากคำสวดอ้อนวอนของเขา

26. Why and Because

D. 1) ตอนนี้ฉันไม่ได้เข้าใจทุกอย่าง แต่ฉันเชื่อฟังพระบัญญัติเพราะฉันมีศรัทธา 2) ฉันรู้ว่าศาสนจักรเป็นความจริงเพราะฉันได้สวดอ้อนวอนและรับคำตอบ 3) เพราะอะไรที่เราถึงต้องการพระคัมภีร์มอรมอน? 4) ทำไมคนๆหนึ่งถึงต้องการตายเพื่อคนอื่น? 5) เพราะอะไรคุณถึงอนุญาตให้เรากลับมาและสอนคุณอีก? 6) การละทิ้งความเชื่อยิ่งใหญ่เกิดขึ้นเพราะความชั่วร้ายของผู้คน 7) ทำไมคุณถึงอยากรับบัพติศมา? 8) เพราะการเสียสละของพระเยซูคริสต์ฉันจึงรู้สึกถึงสันติสุขในใจของฉัน 9) เราทุกคนเป็นลูกของพระผู้เป็นเจ้าเพราะพระเจ้าทรงเป็นพระบิดาบนสวรรค์ของเรา

Review: Cause and Effect

E. 1) เพราะพระผู้เป็นเจ้าทรงเป็นพระบิดาของเรา พระองค์ทรงต้องการสื่อสารกับเรา 2) ทำไมเราต้องรับบัพติศมา? 3) ฉันต้องการเป็นพยานถึงพระเยซูคริสต์เพราะฉันรู้ว่าพระองค์ทรงรักเราแต่ละคน 4) ถ้าคุณจะสวดอ้อนวอนอย่างจริงใจพระเจ้าจะทำให้คุณทราบว่าทำไมคุณต้องรับบัพติศมา 5) เพราะโจเซฟสมิธถามพระผู้เป็นเจ้า เขาจึงได้รับคำตอบจากคำสวดอ้อนวอนของเขา 6) ทำไมคุณดื่มชาไม่ได้? 7) ถ้าคุณได้รับคำตอบจากคำสวดอ้อนวอนของคุณ คุณจะรับบัพติศมาไหม? 8) ทำไมผู้คนถึงปฏิเสธศาสดาพยากรณ์? 9) ฉันสามารถอยู่กับครอบครัวได้ชั่วนิรันดร์เพราะพระเยซูคริสต์ 10) เพราะทุกคนมีสิทธิ์เสรีของพวกเขาเอง บางคนจะเลือกที่จะไม่ตามพระเยซูคริสต์

27. Numbers

C. 1) 12532, 6562 2) 29, 1, 6000, 60, 2000, 200, 2060 3) 30000 4) 40 5) 5, 2, 12, 5000 6) 3, 7, 4000

E. 1) ยี่สิบเอ็ด, ๒๑ 2) สองพันสิบหก, ๒๐๑๖ 3) หนึ่งร้อยแปดสิบสี่, ๑๘๔ 4) ห้าร้อยสี่สิบเก้า, ๕๔๙

28. Quantifiers

E. 1) หลายคนไม่เคยได้ยินเรื่องพระเยซูคริสต์ 2) เนื่องจากสภาพอากาศไม่ดี เลยมีน้อยคนเข้าเรียนในชั้นเรียนภาษาอังกฤษวันนี้ 3) มีกิจกรรมหลายอย่างสำหรับผู้สอนศาสนาในหนังสือสั่งสอนกิตติคุณของเรา 4) หลายคนกำลังค้นหาความจริง แต่พวกเขาไม่รู้ว่าจะหาได้จาก

ที่ไหน 5) ฉันรู้สึกถึงพระวิญญาณได้ทุกครั้งที่ฉันสวดอ้อนวอน 6) คู่ของผม(ซิสเตอร์)ก็มาจากยูทาห์ด้วย 7) ร้านอาหารทุกร้านปิดหลังเวลา 20.00 น. 8) คุณไม่จำเป็นต้องอ่านพระคัมภีร์มอรมอนจนหมดเล่มเพื่อที่จะรู้ว่าเป็นความจริงหรือไม่ 9) ผู้สนใจของเราก็มาโบสถ์กับเพื่อนด้วย 10) เราก็เจอผู้สนใจที่บิ๊กซีเหมือนกัน

Review: Questions of Quality, Quantity, Number, and Sequence

C. 1. พระเยซูทรงเลือกอัครสาวกสิบสอง 2. ฉันกินข้าวเหนียวมะม่วงสองจาน 3. มีพระวิหารที่ดำเนินงานหนึ่งร้อยห้าสิบห้าแห่งบนโลก 4. เช่นเดียวกับโจเซฟสมิธ เราสามารถได้รับคำตอบจากคำสวดอ้อนวอนของเรา 5. ยังมีอีกสองบทในแอลมาที่ฉันยังไม่ได้อ่าน 6. วันนี้ฉันต้องอ่านพระคัมภีร์และไปที่พระวิหารด้วย 7. เราไม่มีบันทึกความก้าวหน้าเหลือแล้ว 8. ศาสนจักรได้รับการก่อตั้งขึ้นในปีคริสต์ศักราชหนึ่งพันแปดร้อยสามสิบ 9. สมาชิกบางคนขับรถ แต่หลายคนขับมอเตอร์ไซค์ 10. การสวดอ้อนวอนทุกวันจะทำให้คุณใกล้ชิดกับพระคริสต์มากขึ้น 11. ทั้งโบสถ์เต็มไปด้วยผู้คนที่มาฟังอัครสาวกพูด

29. Self

E. 1) ฉันได้สวดอ้อนวอนเพื่อที่จะรู้ด้วยตัวเองว่าพระคัมภีร์มอรมอนเป็นความจริงหรือไม่ 2) สมาชิกได้ทำอาหารเอง 3) พวกเราสอนชั้นเรียนภาษาอังกฤษเอง 4) ฉันเองก็ไม่เคยไปพระวิหารฮ่องกง 5) พระผู้เป็นเจ้าไม่ได้คาดหวังไว้ว่าคุณจะต้องดีพร้อมด้วยตัวของคุณเอง 6) ฉันฝึกพูดอีสานด้วยตัวเอง 7) สมาชิกดูแลโบสถ์เอง 8) พระเยซูทรงได้ไปหาผู้คนในทวีปอเมริกาด้วยพระองค์เอง

30. Personality Characteristics

E. 1) คู่ของผม (ซิสเตอร์) ขี้ลืม 2) ไม่มีใครชอบอยู่ใกล้คนขี้บ่น 3) ไม่น่าเชื่อว่าพระบิดาบนสวรรค์สามารถรู้จักลูกๆของพระองค์อย่างเป็นการส่วนตัวได้ทุกคน 4) งานสอนศาสนาสามารถเป็นประสบการณ์ที่น่าสนุกได้ 5) พี่แดงบอกว่าวิดีโอเรื่องการฟื้นฟูนั้นน่าสนใจมาก 6) คนขี้โกงไม่ได้รับรางวัล 7) เธอเป็นคนขี้อายมากเมื่อเธอมาโบสถ์ครั้งแรก 8) ผู้สนใจของเราบอกว่าการประชุมที่โบสถ์น่าเบื่อ 9) วันบัพติศมาเป็นวันที่น่าตื่นเต้นสำหรับผู้สนใจ 10) ข้าวมันไก่นั้นดูน่ากินมาก ๆ

F. 1) น่ากิน 2) น่าเบื่อ 3) ขี้เหร่ 4) น่ารัก 5) ขี้อาย 6) น่าสงสัย 7) ขี้หนาว 8) น่าตื่นเต้น 9) น่าเกลียด 10) ขี้เล่น

Review: Contrasting Attitudes, Emotions, and Feelings

C. 1) ฉันอยากไปที่นั่นด้วยตัวเอง 2) บางคนอาจบอกว่าการใช้ชีวิตตามพระกิตติคุณนั้นน่าเบื่อ 3) เขาอยากหาความจริงเกี่ยวกับพระเยซูด้วยตัวเขาเอง 4) เธอเป็นคนขี้อายดังนั้นเธอจึงชอบหลีกเลี่ยงการพูดที่โบสถ์ 5) ก๋วยเตี๋ยวนี้ดูน่ากินจริงๆ 6) การประชุมย้ายเป็นช่วงเวลาที่น่าตื่นเต้นมาก 7) พระผู้เป็นเจ้าทรงเลือกว่าใครจะเป็นศาสดาพยากรณ์ด้วยพระองค์เอง 8) เพราะเสรีภาพในการเลือก เราสามารถเลือกสิ่งที่เราอยากทำด้วยตัวเองได้

31. Time

E. 1) สามทุ่มครึ่ง 2) ตีสี่สิบห้านาที 3) แปดโมงสี่สิบนาที 4) เที่ยง 5) สิบโมงยี่สิบนาที 6) หกโมงครึ่ง 7) เก้าโมงเช้าห้าสิบนาที 8) ห้าทุ่มสิบนาที 9) หนึ่งทุ่มครึ่ง 10) เที่ยงคืน

32. Location

E. 1) นี่ 2) นั่น 3) นั่น 4) นี่ 5) นั่น 6) นี่ 7) นู่น 8) นี่

F. 1) เรากำลังไปโบสถ์ 2) เราสามารถสอนเพื่อนคุณที่บ้านของเขาได้ไหม? 3) ก่อนชีวิตนี้ เราเคยอยู่บนสวรรค์ 4) รถเมล์ไปกรุงเทพฯ คันนี้เต็ม 5) เราพบกันที่โบสถ์สำหรับการประชุมทั้งหมดของเรา 6) คุณอ่านถึงไหนแล้ว? 7) พระวิหารที่ใกล้ที่สุดอยู่ที่ฮ่องกง 8) เราจะรอในโลกแห่งวิญญาณจนกว่าการฟื้นคืนชีวิต 9) เมื่อไปถึงไฟเลี้ยวขวาและไปจนถึงบ้านหลังสุดท้ายฝั่งซ้ายมือ 10) มีสองที่นั่งว่างที่แถวนั้น

Index

Symbols

ขอ...หน่อย 64–66
เคย 115–116
จะ
  About to (กำลัง) 122
  in order to 145
  Will 116, 218, 220
ได้
  Can 46, 70
  Did 219
  ได้รับ - to receive 110
ถ้า, หาก, and ก็ 143–144
ถูก (Passive) 109–110
เป็น
  state of being 30
  to know how to 71
เอง 204–205

A

Adjective Clauses 63
Already (แล้ว) 122–123
Asking Question - กี่
  Asking For Amount 81, 137, 167
  Asking the Time 215, 225
At
  Location (อยู่) 31, 225
  Time 218

B

Because (เพราะ) 151

C

Classifiers 81–84
Comparing words 67–70
  Also 167
Consonants
  High Class 1
  Low Class 3
  Middle Class 2
  Pronoucing Conditions 11–12
    Special Exceptions 16–17

D

Directional Verbs
  ไป, มา 90–91
  เอา, พา, นำ 92

F

For 75–76, 85–86, 145

L

Larger Numbers 161
Locality Words 226

M

Modifying Adjectives (มากๆ) 62
Modifying Adverbs (อย่าง - ทาง) 93–94

N

Negation Words 46–47
Negative Commands 47

O

Of
  ของ 51
  แห่ง 51
Only 138–139

P

Per and Each 136–137
Physically able to (ไหว) 71
Prefixes
  Transformation to Nouns 75–77
  น่า and ขี้ 208
Prepositions words 128

R

Relative Quantity 137–138
  Quantifiers 165–166
Remainders 167–168
Royal Words 25–26

S

Subject Pronouns
  Everyday 22–23
  Family 24–25
  Formal 23

T

Thai Symbols 16
That
  ที่ 59, 82
  ว่า 41, 167
Time Expressions
  Future 220–221
  Past 219
To, different meaning of 75–77
Tone Chart 11

U

Unto 99–100

V

Vowels 5

W

What (อะไร) 37
Who (ใคร) 36–37
Why (ทำไม) 150

Y

Yet (ยัง) 122

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS